

Batavia City School District



Comprehensive K-12 School Counseling Program

September 2019-July 31, 2020

Batavia City School District

260 State St., Batavia, NY 14020

Table of Contents

A. Program Focus

- 1. Introduction to the School Counseling Program**
- 2. What is a School Counseling Program**
- 3. Benefits of a Comprehensive School Counseling Program**
- 4. Role of the School Counselor**
- 5. New York State Certification Requirements for School Counselors**
- 6. Mission and Vision Statement and District Goals**
- 7. Philosophy and Beliefs**

B. Student Standards

- 1. NYSED Regulation Part 100.2**
- 2. ASCA Student Mindsets/Behaviors**
 - i. Planning Tool**
- 3. NYSED CDOS**
- 4. School Counselor professional standards:**
 - i. ASCA Professional School Counselor Competencies - Link**
 - ii. ASCA Ethical Standards- Link**

C. Delivery/Accountability

- 1. Annual Agreement Template**
- 2. Student Progress Review Template**
- 3. Elementary School Counseling Map**
 - i. SEL Recommendations to NYS Reopening Guidance**
 - ii. Lesson Plan Samples**
 - iii. Annual Calendar**
- 4. Middle School Counseling Map**
 - i. SEL Recommendations to NYS Reopening Guidance**
 - ii. Lesson Plan Sample**
 - iii. Annual Calendar**
- 5. High School Counseling Map**
 - i. SEL Recommendations to NYS Reopening Guidance**
 - ii. Lesson Plan Sample**
 - iii. Annual Calendar**

D. Appendix A - School Closure District Resources

E. Appendix B - Advisory Council Member List

F. References



Program Focus

The Batavia City School District

Student Support Services Program

Introduction

School counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive P-12 School Counseling Plan.

School Counselors will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The Batavia School Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

We are proud to present the Batavia Comprehensive P-12 School Counseling Plan.

The Batavia City School District

Student Support Services Program

What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from seventh grade through grade twelve should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the lifespan, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders

- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Programs

The Batavia City School District

Student Support Services Program

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/ social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.

- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.

- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, postsecondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to postsecondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

The Batavia City School District

Student Support Services Program

Role of a School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

School counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, school counselors reduce barriers so that students increase their opportunities for success.

School counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parents/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families.

School counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to the ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities when available.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and standards-based model)
Counseling	Counseling
Consultation	Consultation
Coordination of Services	Coordination of Services
	Leadership
	Advocacy
	Collaboration and Teaming
	Managing Resources
	Use of Data
	Use of Technology

Adapted from the American School Counseling Association National Model

The Batavia City School District

Student Support Services Program

New York State Certification Requirements for School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop.
- 5) School Violence Prevention Workshop.
- 6) Fingerprinting Clearance.

Permanent certification:

- 1) Satisfaction of the above requirements.
- 2) Master's Degree.
- 3) Additional Graduate Work-30 additional semester hours in school counseling.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship.

Adapted from the NYS Comprehensive Model for Comprehensive 7-12 School Counseling Program

The Batavia City School District

Student Support Services Program

Mission and Vision Statement

District Goals

District Mission Statement

The Batavia City School District is committed to empowering students to achieve their maximum potential, while becoming socially responsible citizens.

Student Support Services Mission Statement

The Batavia City School District's Student Support Services Program is dedicated to guiding each student toward becoming confident in their academic, social-emotional, and career development through counseling services that are accessible by all students. We are committed to collaborating with other stakeholders, promoting equity for all students, and empowering each student to achieve their maximum potential while becoming socially responsible citizens.

District Vision Statement

The Batavia City School District, in partnership with the Batavia community, will provide a safe and nurturing environment to develop students with high moral character who are able to successfully meet life's challenges.

Student Support Services Vision Statement

The Batavia City School District's Student Support Services Program, in partnership with administrators, teachers, other school staff, parents and the community; envisions all students becoming equipped with the knowledge and coping strategies necessary to successfully meet life's challenges as they depart from our district as productive and responsible citizens.

Batavia CSD Social Emotional Needs Sub-Committee

Recommendations to NYS Reopening Guidance

District Response

Mandates	BCSD District Response
<p>Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.</p>	<p>BCSD has a district comprehensive developmental School Counseling Program Plan that has been developed in conjunction with all the school counselors and support staff in the district. This plan is updated at a minimum of once per year and reviewed at the Advisory Council Meetings bi-annually. New Smart goals are established annually and data is collected and reviewed based on the building level action plans. A link to this plan is https://www.bataviacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=105&dataid=18203&FileName=Updated%20Counseling%20Plan%20Sept%202019.pdf</p>
<p>Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.</p>	<p>BCSD has a School Counselor Advisory Council established that meets bi-annually. There are representatives from all schools including teachers and support staff, a school board member, administrators, parents, and community representatives. BCSD will work to add a student representative to this group. This advisory committee will meet either in person or remotely to ensure that the Counseling Plan is meeting the needs of our students, to review data, and approve and monitor smart goals established for the plan.</p>
<p>Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.</p>	<p>BCSD will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Community links to these services can be found on the district website under the COVID tab at https://www.bataviacsd.org/domain/625. In addition, school counselors are available to students and families either in person or remotely throughout the COVID pandemic. School Counselor and other Support Staff contact information can be found on each school's web page under the counseling tab. In addition, the Middle and High school buildings will create a form where students can request a counseling appointment either in person or remotely. Information to community resources and supports will also be added under the counseling tab for each building. Each school within the Batavia City School district will use MTSS to identify student needs and provide resources based on those needs.</p>

Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.	BCSD will provide trauma informed professional development opportunities for faculty and staff to better enable them to talk with and support students during and after the ongoing COVID-19 public health emergency. Professional Development will be offered prior to the start of the school year for all faculty and staff within the district. In addition, all faculty had the opportunity to take part in building level SEL teams over summer to gain additional PD in this area. They will also provide support for faculty and staff to develop coping skills and resiliency by offering opportunities for discussion, restorative practices, professional development and access to EAP services. BCSD has and will continue to provide support for developing coping and resilience skills for students through pro-social lessons, social-emotional learning activities, restorative practices, school meetings, and resources. These resources will be available both in person and remotely.
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Considerations	BCSD District Response
Deepen your understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.	BCSD will provide faculty and staff with information on resources that are available to students and families through professional development time prior to the start of the school year. These resources can also be accessed through the district website and available in each building. The district has a Social Worker who specializes in aiding students and families with access to supports that meet their mental health, health and wellness and basic needs. Faculty and staff are aware of how to make a referral to our school counselors or district social worker who can aid students and families with getting support to meet needs. BCSD is a trauma-responsive district and has a Trauma-Illness and Grief (TIG) team at the district and building levels. These teams are trained to support students, faculty, staff and families during times of crisis. Faculty have been trained and have access to TIG resources. The TIG plan complements the district's crisis plan. Many faculty and staff have been trained in restorative practices throughout the district. Restorative practices are used as part of each school's PBIS initiatives. Restorative discipline is utilized at all buildings. The buildings will continue to work with their PBIS and SEL (MTSS) teams to ensure that the district continues to grow in these areas.
Communicate social emotional well-being and learning as a priority and engage members of the	The district will continue to partner with all members of the school community through meetings, surveys, use

school community in implementation efforts.	of social media and newsletters. Each building will create a plan to strengthen PD for its staff in the area of SE well-being. Resources and information regarding SE will be shared with students, families and staff.
Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute.	The district currently has established a Subcommittee as part of the Reopening Task Force to examine the SE needs across the district and at each building prior to re-opening. Administration, parents, and staff have been part of this team. The district also has a PBIS team that focuses on some SE practices and PBIS systems to establish positive building culture. The district can look to strengthen its MTSS (RTI) committee and plan.
Determine how you will build upon existing strengths as a foundation for growth.	BCSD has a strong counseling plan and has MTSS in place at all buildings. BCSD will work to strengthen its MTSS committee, provide more targeted interventions based on data collected regarding student needs. The district will improve communication and access to SE services by providing links to community supports on the counseling web-pages. BCSD will provide staff with targeted professional development in this area.
Examine opportunities to leverage community school strategies to support and sustain the work.	BCSD will continue to promote community school partnerships with organizations and agencies within our community (i.e. GCMH, SPOA, University of Rochester, Genesee-Orleans Suicide Prevention, GCASA, Horizon, STAR, Juvenile Justice, Youth Court, etc). In addition the district wide social worker will be a liaison for implementing student and family support services. BCSD will keep the community in the loop through A+ District Communicator and the Batavian, as well as the district web-page and social media outlets. BCSD will work with building level SEL teams to develop a quarterly spotlights of updates which highlight community and school partnership accomplishments.
Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.	BCSD will ensure that all students in the district are receiving lessons with a focus on SEL competencies. Restorative circles will be utilized across the district. The district will look to increase parents/guardians communication in the use of SE and restorative practices. BSCD will work to implement some type of mental health check at each building that is developmentally appropriate. BCSD will facilitate opportunities for teacher to teacher conversations regarding student strengths and weaknesses, to aid in getting to know students, especially ones that are virtual. BCSD will use a questionnaire or survey to gather information from parents about their child's

	needs.
Leverage collaborative community partnerships to strengthen your initiatives.	BCSD will partner with community agencies in an effort to strengthen our initiatives by inviting community members to be a part of the School Counseling Advisory Board. In addition we will work with community partners to provide access to mental health and social emotional well-ness supports within our community by providing information on our web-page.
Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.	BCSD will provide a survey at least twice a year to establish and prioritize the needs of our students. The support staff will work with faculty to ensure that we are providing resources to students and families to meet these needs. In addition, support staff will work with the administration to look at attendance, discipline and academic data to identify students who may be struggling.
The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).	The BCSD counseling program provides a plan that clearly addresses MTSS supports. These supports are listed in each building's specific counseling plans as well as the district's plan. This plan is reviewed annually by all school counselors and at the bi-annual Advisory Council meetings.
As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.	BCSD utilizes evidence based practices in their programming. This includes restorative practices and circles, trauma-responsive practices, classroom prosocial lessons, the use of surveys to collect data to target student needs. It has been discussed that SE lessons should be placed on the website under the counseling tabs in each building to allow for better access for parents and students. In addition, resources and information can be added to counseling websites that provide information on specific building needs (i.e. coping with anxiety, ways to manage stress, etc.)
Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.	BCSD will utilize a screening tool with students that will allow us to identify and target individual student needs. This can also help with Tier 1 interventions. Work with T. Finnigan to see if we can obtain a screening tool.
Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.	BCSD will work to update their RTI plans at the district level. Each building will create a team to identify tier 1,2 and 3 activities and services to meet a broad range of student needs.

SMART Goals

School: Batavia City School District Year: 2019-2020

****SMART Goals for 2020-2021 school year will be revised 9/2020**

Specific Issue	Social Emotional Learning: Each Batavia school will cultivate a trauma informed and safe learning environment where students and staff understand, apply, and utilize social and emotional learning, developmental skills, and techniques to achieve their maximum potential. The Counseling Department will promote restorative practices as well as the social-emotional development of the whole child.
Measurable	All students will be exposed to peace circles/ classroom lessons during the 2019 -2020 school year. The amount of exposure to restorative practices will be recorded by the amount of times students participate in peace circles and or classroom lessons.
Attainable	Direct use of trauma informed language and restorative practices will occur within the school. Direct instruction and collaboration with staff and parents resulting in 100% of students being aware of emotional regulation and social emotional support services and prevention strategies for identified students.
Results-Oriented	Identified students will spend more time in the classroom, less time in the nurse's office and/or counseling center, have improved attendance rates, decreased discipline referrals, and exhibit more on-task behaviors in the classroom.
Time Bound	One academic school year will be necessary to implement instruction to 100% of students.
Goal Statement: Within one academic school year, 100% of students will be aware of restorative practices/ social emotional skills and techniques. Counselors will use restorative practices and conversations for use with classroom lessons/ groups. In addition, 100% of students will be aware of social-emotional supports and techniques resulting in an improvement in students' in-class time; as evidenced by pre and post data, attendance records, discipline referral data, and/or school staff self-reporting for identified students.	

Specific Issue	Career Planning: Need exists to enhance transition planning and student access to postsecondary career options.
Measurable	As measured by individual student progress review plans, student time spent using technology to plan their post-secondary intentions, and/or student materials created with post-secondary plans in mind.
Attainable	100% of students will develop a post-secondary career goal.

Results-Oriented	Students will be presented with several opportunities to access college and career planning through the use of technology, classroom presentations and/or days dedicated to postsecondary preparedness.
Time Bound	One academic school year.
Goal Statement: Within one academic school year, outcome results data will show that 100% of students will develop a postsecondary career goal. This will be evidenced by individual student progress review plans, student time spent using technology to plan their post-secondary intentions, and/or student materials created with post-secondary plans in mind.	

Specific Issue	Academic Achievement & Attendance: Student's achievement in school is directly impacted by their attendance which also impacts social success, and career planning opportunities. Increasing daily attendance rates will ensure increased exposure in these areas as well as increased academic achievement.
Measurable	As measured by attendance reports, interventions, and student achievement data (i.e. report cards, reading benchmarks, IReady data, state assessment data) designed to improve student attendance and/or increase student achievement.
Attainable	Interventions such as Check in/Check out, individual sessions, planning with parents, Academy for Success, after school help, and/or collaboration with outside agencies will result in an increase of student attendance by 5%.
Results-Oriented	Students will spend more time in class, in social situations, and have more exposure to academic supports and career focused programming.
Time Bound	One academic school year.
Goal Statement: Batavia school will provide an engaging learning environment promoting progress towards academic excellence as well as the development of the whole student. Within one academic year, outcome results data will show a 5% increase in targeted student daily attendance rates within each building in the BCSD.	

Philosophy and Beliefs

The Student Support Services Team at Batavia City School District is a collaboration of our school counselors, school psychologists and support staff. Together, we provide an atmosphere to ensure the well-being of all students. Our program addresses the academic, career and social/emotional needs of the students. Our ultimate goal is to enable all students to achieve success in school and to be responsible and productive members of society

We Believe:

The development of the total student is the forefront of our program

Our roles is to support children, faculty, families and administrators

In establishing a collaborative balance with all stakeholders involved in ensuring student success

In providing an optimal education experience for all students throughout their academic journey

In providing students the skills and support they need to meet the New York State Learning Standards

In encouraging creative exploration for future opportunities

In a program that is comprehensive in design and delivered systematically

In delivering a set of competencies to all students and developing accountability

Program components must be data driven and based on student need



Student Standards

NYS Education Department Commissioner's Regulations

Part 100.2 (j) Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. the services of personnel certified or licensed as school counselors.
 - iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plans shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual

assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

ASCA Standards

All members of the Student Support Services Team follow a set of standards specific to their area of expertise that allows them to effectively meet student needs. The ASCA Mindsets and Behaviors are organized by domains, and standards arranged within categories and subcategories. Each is described below.

Domains:

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- **Academic Development-** Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development-** Standards guiding school counseling programs to help students
 - Understand the connection between school and the world of work
 - Plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development-** Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards:

All standards can be applied to the three domains that are listed above, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories and are based on general categories of non-cognitive factors related to academic performance.

- **Category 1: Mindset Standards-** includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited behaviors.
- **Category 2: Behavior standards-** includes behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.
 - **Learning Strategies-** processes and tactics students employ to aid in cognitive work or thinking, remembering and learning.

- o **Self-Management Strategies-** continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- o **Social Skills-** acceptable behaviors that improve social interactions, such as those between peers or between peers and adults.

Adapted from the ASCA –School Counselor Webpage www.schoolcounselor.org

The ASCA Mindsets & Behaviors for Student Success:

P-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

Category 2: 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
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams

8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Adapted from the American School Counselor Website: www.schoolcounselor.org

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	<i>Indicate grade level presented under category</i>		
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 lifelong 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: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			
B-LS 2: Demonstrate creativity			
B-LS 3: Use time-management, organizational and study skills			
B-LS 4: Apply self-motivation and self-direction to learning			
B-LS 5: Apply media and technology skills			
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-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
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 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision-making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
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			

NYSED Career Development and Occupational Studies (CDOS) Standards

Standard 1: Career Development- Students will be knowledgeable about the world of work, explore career options and related personal skills, aptitudes and abilities to future career decisions.

- 1.1** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Standard 2: Integrated Learning- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

- 2.1** Integrated learning encourages students to use essential academic concepts, facts and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Standard 3a: Universal Foundation Skills- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3a.1 Basic Skills include the ability to read, write, listen and speak as well as perform arithmetic and mathematical functions.

3a.2 Thinking Skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal Qualities generally include competence in self-management and the ability to plan, organize and take independent action.

3a.4 Positive Interpersonal Qualities lead to teamwork and cooperation in large and small groups in family, social and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information Management focuses on the ability to access and use information obtained from other people, community resources and computer networks.

3a.7 Using Resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems Skills include the understanding of and ability to work within natural and constructed systems.

Standard 3b: Career Majors- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in postsecondary programs.

- **B/IS Business/Information Systems:** Core, Specialized and Experiential
- **HS Health Services:** Core, Specialized and Experiential
- **E/T Engineering/Technologies:** Core, Specialized and Experiential

- **HPS** **Human and Public Services:** Core, Specialized and Experiential
- **NAS** **Natural and Agricultural Sciences:** Core, Specialized and Experiential
- **A/H** **Arts/Humanities:** Core, Specialized and Experiential

ASCA School Counselor Competencies and Ethical Standards

ASCA School Counselor Competencies- can be found at:

- <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA School Counselor Ethical Standards- can be found at:

- <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>



Delivery & Accountability

School Counselor/Administrator Agreement

Annually, each School Counselor will collaborate with his/her administrator(s) to develop and sign a written agreement.

This agreement is meant to address how the school counseling program is organized and what goals will be accomplished that year. Counselors will estimate how much time will be dedicated to direct and indirect services, as well as to planning and school support.

Copies of signed agreements will be maintained by the counselor and administrator annually.

The following pages provide a template for this agreement.



Annual Agreement Template

School Counselor: _____ Year: _____

School Counseling Program Mission Statement

The Batavia City School District's Student Support Services Program is dedicated to guiding each student toward becoming confident in their academic, social-emotional, and career development through counseling services that are accessible by all students. We are committed to collaborating with other stakeholders, promoting equity for all students, and empowering each student to achieve their maximum potential while becoming socially responsible citizens.

School Counseling Program Goals

Our school counseling program will focus on the following achievement, attendance, and/or behavior goals this year:

1.	<hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/> <hr/>



Use of Time

I project I will spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct services to students	____%	School Counseling core curriculum	Provide developmental curriculum content in a systematic way to all students	80% or more
	____%	Individual student planning	Assist students in the development of educational, career, and personal plans	
	____%	Responsive services	Address the immediate concerns of students (crisis management)	
Indirect Services for Students	____%	Referrals, consultation ,and collaboration	Interact with others (teachers, parents, etc.) to provide support for student achievement	
Program Planning and School Support	____%	Foundation, management, and accountability, school support	Include planning and evaluating the school counseling program and school support activities	20% or less



Advisory Council

The school counseling advisory council will meet in the spring and fall of each year.

I plan to attend these meetings (optional) ☐ Yes ☐ No

Planning and Results Documents

The following documents have been developed for the school counseling program in my building (check all applicable)

- | | |
|--|--|
| <input type="checkbox"/> Annual Calendar | <input type="checkbox"/> Closing-the-gap action plans |
| <input type="checkbox"/> Curriculum action plan | <input type="checkbox"/> Results reports (from last year's action plans) |
| <input type="checkbox"/> Small-group action plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals (this includes external committees and trainings):

<hr/> <hr/> <hr/> <hr/> <hr/>

Professional Collaboration and Responsibilities

Fill in all applicable areas that you participate within the Batavia City School District:

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		

School Improvement Team Meetings		
District School Counseling Meetings		
Other		



School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from ____ to ____.

My hours will be from ____ to ____.

If available, the College & Career Center will be open from ____ to ____.

Role and Responsibilities of Other Staff and Volunteers:

School Counseling Department Assistant: _____

Attendance Assistant Clerk: _____

Data Manager/Registrar: _____

Career and College Center Assistant: _____

Other Staff: _____

Volunteers: _____

School Counselor Signature: _____ **Date:** _____

School Principal Signature: _____ **Date:** _____



Last Name _____

School Year _____

STUDENT PROGRESS REVIEW/PLAN

- Progress plans should be updated each year between the months of December and March.
- Reviews for students in grades K-6 may be completed in small group or classroom settings.
- Students in grades 7-12 must have individual meetings annually.
- This form should be maintained in the student's permanent file.

Student Name: _____

Grade: _____

Counselor: _____

Meeting Date: _____

Academic Progress: ☐ On Track ☐ Behind Grade Level ☐ Beyond Grade Level

Notes/Interventions: _____

Postsecondary/Career Plans: ☐ College ☐ Workforce ☐ Military

Notes/Career Choice: _____

Other concerns, recommendations, etc.: _____

Student Signature _____ **Date** _____

(Grades 7-12)

School Counseling Program Maps, Lesson Plans, Calendars

The following pages consist of the counseling program maps for the elementary, middle and high schools that demonstrate how the Student Support Services Team intends to address the needs of the school and its students. Each map contains a description of the activity, the data demonstrating a need for it, the time frame for which it will be completed, the person responsible for its delivery, the means of evaluating, expected results and the ASCA standard it corresponds to.

A sample lesson plan follows each program map, providing an example of a lesson that will be provided at that grade level as it aligns to ASCA standards.

Additionally, a school counseling calendar for each grade-level is included to aid in the accountability and planning of School Counselors within the Batavia City School District.

Batavia City School District

ASCA Mindsets and Behaviors

Jackson Primary and John Kennedy Intermediate

Mindsets	Pre-K – Fourth Grade		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	X	X	X
2. Self-confidence in ability to succeed	X	X	X
3. Sense of belonging in the school environment	X		X
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	X	X	
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	X	X	X
6. Positive attitude toward work and learning	X	X	X
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	X		X
2. Demonstrate creativity	X		X
3. Use time-management, organizational and study skills	X	X	X
4. Apply self-motivation and self-direction to learning	X		X
5. Apply media and technology skills			X
6. Set high standards of quality	X		X
7. Identify long and short-term academic, career, and social/emotional goals	X		X
8. Actively engage in challenging coursework	X		X
9. Gather evidence and consider multiple perspectives to make informed decisions	X		X
10. Participate in enrichment and extracurricular activities	X		X
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	X		X
2. Demonstrate self-discipline and self-control	X		X
3. Demonstrate ability to work independently	X		X
4. Demonstrate ability to delay immediate gratification for long-term rewards	X		X
5. Demonstrate perseverance to achieve long-and short-term goals	X		X
6. Demonstrate ability to overcome barriers to learning	X		X
7. Demonstrate effective coping skills when faced with a problem	X		X
8. Demonstrate the ability to balance school, home and community activities	X		X
9. Demonstrate personal safety skills			X
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	X		X
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	X		X
2. Create positive and supportive relationships with other students	X		X
3. Create relationships with adults that support success	X		X
4. Demonstrate empathy	X		X
5. Demonstrate ethical decision-making and social responsibility	X		X
6. Use effective collaboration and cooperation skills	X		X
7. Use leadership and teamwork skills to work effectively in diverse teams	X		X
8. Demonstrate advocacy skills and ability to assert self, when necessary	X		X
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	X		X

Batavia City School District

Comprehensive School Counseling Program Map

Jackson and John Kennedy Schools

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Small Group Counseling/SEL	
Program Activity or Service	Assist students with academic/social emotional/personal concerns
Program Objective	Students will identify and express their goals for school counseling, while gaining knowledge and practicing skills to be more successful in their school day.
NYSED Regulation	i.1 - i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-10; BSS:1-9
NYSED CDOS	3a.2, 3a.3, 3a.4, 3a.7
Timeline	At least 6-8 weeks
Staff and Resources	School Counselor
Assessment	Teacher and parent input, pre and post counseling evaluations, progress notes, behavior charts
Data Showing Need	Individual behavior charts, input from teachers, input from students, input from parents, discipline referrals, SBIT referrals, school-wide behavior system as it relates to individual students, counselor observation, IEP's, 504's, attendance records, student grades

Individual Counseling/SEL	
Program Activity or Service	Assist students with academic/social emotional/personal concerns
Program Objective	Students will identify and express their individual goals for school counseling, while gaining knowledge and practicing skills to be more successful in their personal, social and academic functioning.
NYSED Regulation	i.1 - i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.3, 3a.4 , 3a.8
Timeline	Varies
Staff and Resources	School Counselor

Assessment	Teacher and parent input, pre and post counseling evaluations, progress notes, behavior charts
Data Showing Need	Individual behavior charts, input from teachers, input from students, input from parents, discipline referrals, SBIT referrals, school-wide behavior system as it relates to individual students, counselor observation, IEP's, 504's, attendance records, student grades

Classroom Counseling SEL Lessons	
Program Activity or Service	Psychoeducational activities designed to address specific classroom concerns in the areas of academic and social/emotional functioning
Program Objective	Students will engage in meaningful participation in classroom guidance lessons by demonstrating the targeted skill.
NYSED Regulation	i.1, i.2, i.4, i.5, 1.8
ASCA Standard	MS: 1-3,5,6; BLS:1-9; BSMS: 1-3,6,7,9,10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.4, 3a.5, 3a.6
Timeline	4 lessons
Staff and Resources	School Counselor
Assessment	Teacher reports, discipline referrals, counselor observation, role-play outcomes, accuracy of classwork/homework given, increased academic achievement, post assessments.
Data Showing Need	Teacher input, discipline referrals, student input, school-wide anti-bullying policy

PBIS/Anti-Bullying	
Program Activity or Service	Positive Behavioral Intervention Strategies designed to reach and motivate the entire student population
Program Objective	Students will demonstrate positive behavioral expectations across all school settings as evidenced by decreased discipline referrals, increased number of star students, increased academic achievement
NYSED Regulation	i.1 – i.5, i.8
ASCA Standard	MS: 1-3,5,6; BLS: 1,4,6-8,10; BSMS: 1,2,4-7,9; BSS: 2-7,9
NYSED CDOS	3a.3, 3a.4, 3a.8
Timeline	Daily throughout the school year
Staff and Resources	All Staff
Assessment	Monthly data gathered on star students, ticket redemption numbers, decreased discipline referrals, use of skills presented at monthly meetings

Data Showing Need

Discipline referrals, school-wide behavior system, number of star students, staff observation of student behaviors, reflection upon data at monthly committee meetings, referrals and observations from student bus behaviors

Consultation with outside agencies	
Program Activity or Service	Communication occurring with professionals within the community regarding students and families.
Program Objective	Students will display decreased discipline referrals, improved school attendance, increase in academic and social/emotional functioning, meeting academic and behavioral goals due to collaboration with school counselors and outside agencies.
NYSED Regulation	i.1, i.3 – i.6, i.8
ASCA Standard	MS: 1,5,6; BLS: 4,6,7,9,10; BSM: 1-10; BSS: 3,5-7, 9
NYSED CDOS	3a.3, 3a.7, 3a.8
Timeline	Daily
Staff and Resources	School Counselors and School Psychologists
Assessment	Discipline referrals, attendance report, individual student behavior plans, report cards, student/parent/and teacher feedback
Data Showing Need	Discipline referrals; attendance; teacher, student, & parent reports; current grades; SBIT minutes; provider recommendations and diagnoses.

Counselor Meetings	
Program Activity or Service	Discussion and planning regarding behaviorally and academically at-risk students and partaking in professional development
Program Objective	Students will display improved grades, behaviors and/or attendance as a result of the collaboration and planning between building level counselors.
NYSED Regulation	i.2 – i.6
ASCA Standard	MS: 3, 6; BLS: 4,6; BSS: 2, 3
NYSED CDOS	3a.1, 3a.6, 3a.7
Timeline	On going
Staff and Resources	School Counselors and School Psychologists
Assessment	Report cards, referrals, teacher reports, grade results.
Data Showing Need	Teacher reports, state assessments, report cards, progress monitoring, discipline referrals, parent concerns, attendance records

School and grade level transition planning	
Program Activity or Service	Interactions and planning occurs with school staff and families to promote student transitions from grade level to grade level, and from school to school.
Program Objective	Students will display decreased anxiety/stress, and discipline referrals, along with increased grades and student familiarity with district and peer groups due to continuation of academic and related services across the buildings and positive academic and emotional transitions for the student.
NYSED Regulation	i.1, i.2
ASCA Standard	MS: 2,3,5,6; BLS: 3,4,10; BSM: 1,2,6-8, 10; BSS: 2,3
NYSED CDOS	3a.4, 3a.7, 3a.8
Timeline	As needed throughout the school year
Staff and Resources	School Counselor, teachers, administration, other staff
Assessment	Placement forms, teacher input, student and parent input, discipline referrals, attendance, grades earned, counselor check-in with students
Data Showing Need	Enrollment data, students who are moving in/out of the district, student numbers transitioning from grade to grade and building to building, prior student services in need of continuing. Parent/student reports and research that correlates relationship building to positive transition practices.

SBIT	
Program Activity or Service	Student Based Intervention Team designed to meet various needs of at-risk students through the RtI process
Program Objective	Students will achieve goals set for academic and/or behavioral growth using interventions formally monitored and new strategies for academic and/or behavioral success
NYSED Regulation	i.1 – i.6, i.8
ASCA Standard	MS: 1-3,5,6; BLS: 3,4,6-9; BSMS: 1-4,6-8,10; BSS:1-3,9
NYSED CDOS	2.1, 3a.1, 3a.2, 3a.3, 3a.7, 3a.8
Timeline	Weekly throughout the school year
Staff and Resources	SBIT team
Assessment	Review of intervention data as it relates to identified goals and teacher and parent data
Data Showing Need	Academic decline, lack of academic growth, DRA, progress notes, disruptive behavior concerns (discipline referrals, school-wide card system tracking), student-specific RtI data

Communicating with Families	
Program Activity or Service	Providing information to families on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, counselor websites, open house participant, on-going communication through phone calls, emails and letters regarding student functioning.
Program Objective	Students and their families will participate in school and community programs due to increased awareness gained through school-home communication
NYSED Regulation	i.1 – i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connection to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success

CSE Member/504 Coordinator	
Program Activity or Service	Participant in CSE and 504 annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 and CSE eligibility at SBIT
Program Objective	Students will improve overall academic/behavioral functioning in classroom and testing settings through parent and staff collaboration about students' medical and/or learning impairments
NYSED Regulation	i.1, i.2, 1.4 – i.6, i.8
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.6, 3a.7
Timeline	Weekly, annually, as needed
Staff and Resource	School Counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning, IEP counseling update forms
Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings

Prevention of Sexual Abuse	
Program Activity or Service	Classroom lesson on the topic of preventing child sexual abuse
Program Objective	Students will explore terms such as good touch vs bad touch, ways to get help, and identifying individual options of trusted adults
NYSED Regulation	i.1, i.7, i.8
ASCA Standard	MS 1,2,5 BLS 1 BSMS 1,7,9,10 BSS 3,5,8,9
NYSED CDOS	3a.2, 3a.8
Timeline	Once per year
Staff and Resources	School Nurse
Assessment	Students will report choices for keeping themselves safe
Data Showing Need	National and State data showing the need of a prevention program

Backpack Program	
Program Activity or Service	Food given to students in need prior to each weekend
Program Objective	Students and their families will have food to eat on the weekends when school meals are not available
NYSED Regulation	i.1, i.2, i.8
ASCA Standard	MS 1-3, 6 BSS 3
NYSED CDOS	N/A
Timeline	Weekly during the months of October - June
Staff and Resources	School counselor and teachers
Assessment	Students will demonstrate increased focus in school and decreased worry about having food to eat at home
Data Showing Need	Student, teacher, and parent reports. Staff observations.

Behavior Planning	
Program Activity or Service	Facilitate conferences with parents, teachers, and students to identify behavior functions, goals, and incentives.
Program Objective	Students will increase their frequency of green and yellow days (school-wide behavior system) and increase their academic achievement as evidenced by report cards and decreased discipline referrals.
NYSED Regulation	i.1-i.6, i.8
ASCA Standard	MS 1-3, 5, 6 BLS 1-4, 6-8, 10 BSMS: 1-10 BSS 1-3, 5, 6, 8, 9
NYSED CDOS	3a.4, 3a.7, 3a.8 3a.1, 3a.3,
Timeline	As needed throughout the school year
Staff and Resources	School counselor, teachers, administrators, TOSA, school psychologist
Assessment	Discipline referrals, data from school-wide behavior system, teacher and student reports, behavior charts
Data Showing Need	Discipline referrals, school-wide behavior system, staff observations

Virtual Learning/Counseling	
Program Activity or Service	Provide academic and counseling services and activities in a virtual setting. Prioritizing the most critical academic, career, and social/emotional lessons while continuing to teach the school counseling curriculum as much as possible through district online platforms.
Program Objective	Create a multidisciplinary team to create plans so academic and counseling services can continue in the event of a school closing.
NYSED Regulation	i.1 – i.6, i.8
ASCA Standard	M-1, M-2, B-SMS-7, B-SMS-9, BMS-10, B-SS-9
NYSED CDOS	2.1, 3a.1, 3a.2, 3a.3 3a.4, 3a.5, 3a.6, 3a.7, 3a.8
Timeline	As needed with school closure due to COVID
Staff and Resources	School counselors, teachers, administrators, social worker, school psychologist, school nurse
Assessment	School wide grading system, attendance reports, teacher, parents, and students self reporting virtual needs

Data Showing Need

Social worker community contact list, teacher/counselor contact tracking sheet, parent/student/teacher counselor referral form

Batavia CSD Social Emotional Needs Sub-Committee Recommendations to NYS Reopening Guidance

John Kennedy Intermediate and Jackson Primary School Response

Mandates	JK and Jackson Response
<p>Ensure that a district-wide and <u>building-level</u> comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.</p>	<p>John Kennedy Intermediate and Jackson Primary have building-level comprehensive developmental school counseling program plans that have been developed in conjunction with all school counselors and support staff in the building. This plan is updated at a minimum of once per year and reviewed at the Advisory Council Meetings. New Smart goals are established annually and data is collected and reviewed based on the building level action plans. A link to this plan is https://www.bataviacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=105&dataid=18203&FileName=Updated%20Counseling%20Plan%20Sept%202019.pdf</p>
<p>Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.</p>	<p>BCSD has an advisory council established that meets bi-annually. There are representatives from John Kennedy Intermediate and Jackson Primary on this committee. These representatives include the (Elementary School Counselor Department Chair), school counselors at each building, the district social worker, John Kennedy and Jackson teachers. List of advisory committee names are included as an appendix in the district plan.</p>
<p>Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.</p>	<p>John Kennedy Intermediate and Jackson Primary will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Community links to these services can be found on the district website under the COVID tab at https://www.bataviacsd.org/domain/625. John Kennedy Intermediate Support staff information can be found on the JK Counseling webpage at https://sites.google.com/bataviacsd.org/jkcounseling/jk-counseling-office. Jackson Primary Support staff information can be found on the Jackson Counseling webpage at https://sites.google.com/bataviacsd.org/jacksonprimarycounseling/. John Kennedy Intermediate and Jackson Primary students and families will have access to their counselors both in-person and remotely during the COVID Crisis. A counseling webpage will be updated</p>

	to provide families with access to contact information for school counselors as well as instructions on how to access their child's school counselor. In addition web-links to access community supports will also be placed on each buildings counseling center web-pages.
Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.	<p>John Kennedy Intermediate and Jackson Primary will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency. Professional Development will be offered on topics such as Social Emotional Learning, Restorative Practices</p> <p>John Kennedy Intermediate and Jackson Primary will provide supports for developing coping and resilience skills for students, faculty, and staff through pro-social lessons, social-emotional learning activities, restorative practices, school meetings, and specific and targeted interventions based on school need. School counselors at John Kennedy Intermediate and Jackson Primary teach whole class lessons on mental health. School counselors also collaborate with teachers to identify other social emotional needs of their students such as tattling, problem solving, decision making, bullying, and so on. Counselors have resources available to teach these lessons as needed.</p>

Considerations	JK and Jackson District Response
Deepen your understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.	<p>The district is discussing plans to enhance the use of restorative practices in the classroom. One way is by including parents and families in the process. John Kennedy Intermediate and Jackson Primary School teachers will offer a parent/guardian an opportunity to participate in a circle with their child's teacher to discuss concerns and anxieties about returning to school. Staff will look at the students' individualized needs to determine whether any further work with closure with their last year teacher or class is needed. If so we will provide an opportunity for closure with their teacher from the previous school year.</p> <p>Teachers will be given the opportunity to create "Meet Your Teacher" videos as well as offer a virtual open house and/or classroom tour for their new class. Administration will develop steps to conduct a virtual open house and/or classroom tour and provide professional development for teachers. John Kennedy Intermediate and Jackson Primary Schools have staff that are TIG trained and ready to intervene in a crisis situation.</p>

<p>Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.</p>	<p>John Kennedy Intermediate and Jackson Primary will share a survey with parents regarding this topic. SEL information will be uploaded to each building's counseling websites. When school initially returns, a weekly update on how things are going, resources, and other information will be shared with families via email/ paper copy (translated in native language) and will be posted on the building website. Families can be mailed a copy of the weekly update if preferred. Teachers will gain permission from parents/guardians to share class rosters and contact information with other parents. This will provide parents with an opportunity to arrange for social play opportunities for their children outside of school. Parent-Teacher Group will be brought back to help parents network with and support each other. John Kennedy Intermediate and Jackson Primary are planning to incorporate recess/playground time and social time to continue to meet social emotional needs when in the in person setting. This will provide increased opportunities for students to interact. Opportunities for social interaction will be done both in the in person-classroom and virtually. Virtual options may include game nights, social time, lunch bunch, and so on.</p>
<p>Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute.</p>	<p>The district has established a reopening taskforce Social-Emotional Needs subcommittee to start the implementation process. In addition each building has a SEL and PBIS team to help brainstorm and further lead this process.</p>
<p>Determine how you will build upon existing strengths as a foundation for growth.</p>	<p>John Kennedy Intermediate will discuss ways to implement School Family Meetings on a smaller scale (e.g. grade-level, class by class) using social distance. Teachers and staff will implement more opportunities to make choices which will allow students to build confidence and a sense of autonomy. John Kennedy Intermediate will choose an SEL themed book for One Book, One School to promote a sense of community/unity. Jackson Primary will build on their strengths from last year by sharing common themes to focus on through books, drawings and contests (i.e. show your heart coloring content). Both schools will continue to meet with their teams to brainstorm ideas regarding the implementation of SEL in their schools.</p>
<p>Examine opportunities to leverage community school strategies to support and sustain the work.</p>	<p>John Kennedy Intermediate and Jackson Primary will bring in community resources (i.e. fire department), in-person or virtually, to discuss various topics with students. Families will be connected with mental health providers and social services as needed. Staff will share kid-friendly videos from health providers discussing handwashing and good hygiene (e.g.</p>

	<p>songs, rhymes, cartoons, etc.).</p> <p>Student-led news broadcasts will be shared virtually to discuss updates in the community.</p> <p>Each school will decide on a distance-learning application that each teacher in that building will use. This will be easier for parents to communicate and will provide a sense of continuity within each building and across the district (i.e. class dojo, classlink).</p>
<p>Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.</p>	<p>The district will discuss ways to ensure resources are available to all students and families. Staff will help families to get access to the internet and computers. The district will discuss purchasing hotspots, or partnering with community resources to offer hotspots so more families can have access to the internet and better success to virtual learning. The Technology and Digital Equity Committee will explore this further as well as discuss options for devices that are more kid-friendly to be used at the elementary level (grades preK-2). Primary students will need devices that assist with typing and spelling. MTSS will be used to make sure that students have access to appropriate online learning materials based on their needs and grade level. The district will consider alternative placements that are staffed on virtual learning days to assist students with accessing online information. Teachers may be asked to “go live” on virtual learning days to provide help to their students. YouTube channels will be used to create content that students can access anytime to accommodate remote learning schedules. However, other options are being explored that would allow teachers to track what students are accessing the material. Prepared packets will be sent home with students which will include links to YouTube videos. The activities will be used as a follow up to the YouTube videos. A hybrid model will make it easier to distribute paper materials to students to use on remote learning days. Students will not be expected to “attend” school virtually for as many hours as they do in person. At the elementary grades, there is a concern about sustained attention in a virtual setting. Schools must decide on a method to ensure students are accessing videos and online content to assess participation. The district will provide professional development to parents and teachers on how to use Google Classroom (or other learning platforms).</p>
<p>Leverage collaborative community partnerships to strengthen your initiatives.</p>	<p>John Kennedy Intermediate and Jackson Primary School will use community resources to provide support to specific students and families based on their needs (i.e. mental health counseling, food distribution, clothing, assistance with health insurance</p>

	and access to medical professionals). The district will partner with businesses and community agencies to promote learning surrounding SEL topics. For example, Jackson Primary will use community representatives to do virtual read alouds to students on SEL based themes.
Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.	The district will provide professional development for staff on SEL, SEL competencies, and how teachers can incorporate those competencies into instruction. The district will provide surveys to staff to determine their level of comfort returning to school as well as their needs for PD surrounding SEL, restorative practices, MTSS, and Google applications. John Kennedy Intermediate and Jackson Primary School will use attendance, engagement, and discipline data to identify some areas of need. Parents will be surveyed to identify needs of their students upon returning to school. In addition, teachers will provide a simple check in with students to help students become more self-aware of their feelings and emotions. This check-in will also help teachers to understand a student's frame of mind upon entering the classroom.
The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).	John Kennedy Intermediate and Jackson Primary School will continue to review and update the practices used in the Elementary section of the Counseling Plan. The counseling plans at each of these buildings will be housed there and updated with lessons that are relevant to the needs of the classroom/ school. Student Based Intervention Teams/ Academic Intervention Services/ Response to Intervention will be utilized to meet individual student needs. In addition the Elementary Counseling Plans will include a MTSS section to identify systems regarding access to tiered services in the areas of mental health, behavior, and social-emotional needs.
As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.	John Kennedy Intermediate and Jackson Primary School will continue to use evidence based practices to address SEL, mental health and well-being supports (SBIT, AIS, RTI, Classroom lessons, restorative circles and coverations, restorative discipline, etc). Students will have direction on how they can access certain supports. For example the use of calming corners at John Kennedy. Practices will be established that allow access to a counselor, individual and group counseling when needed. In addition, the counseling web pages at both schools will be updated to reflect support staff contact information that are available at each building, the district social worker information, as well as links to community resources.
Pupil personnel staff should develop or adopt a	John Kennedy Intermediate and Jackson Primary

screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.	School will consult with Pupil Personnel staff to purchase or develop an age appropriate screening tool that can be given with parental consent to gauge students feelings and social emotional needs upon entering school. John Kennedy Intermediate and Jackson Primary School may have to explore a parent survey or screening tool that can assist with this (especially with Jackson Primary Students).
Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.	John Kennedy Intermediate and Jackson Primary School will continue to utilize MTSS in creating tiered interventions. Students, through the counseling plan and use of restorative classroom practices are receiving tier 1 interventions. In addition, many classroom teachers are providing whole class initiatives and practices (i.e. Whole Brain Teaching, Trauma INformed Classroom practices, etc.) John Kennedy Intermediate and Jackson Primary School have systems in place that allow for Tier 2 and 3 activities to occur (i.e. peace paths, group and individual counseling, individual behavior/ incentive plans, etc).
OTHER THOUGHTS:	Ensuring that teachers have time for their own SEL needs and we provide PD on this as well, teach kids new ways to show affection (i.e. elbow bump, air hug, peace sign, etc.), come up with creative ways to allow for social interaction during the school day.

Lesson Plan: Mental Health Triangle

School Counselor: Carina Bamann

Date: 1st quarter

Activity: Mental Health Triangle

Grade: Kindergarten

ASCA Mindsets and Behaviors:

Mindsets:

- 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 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 3. Use time-management, organizational and study skills
- 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

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- 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-SMS 8. Demonstrate the ability to balance school, home, and community activities
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- 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

Learning Objective(s):

- Students will understand that health includes physical, mental/emotional, and social aspects.
- Students will be able to identify feelings as well as coping strategies to help them manage emotions.
- Students will identify at least one trusted adult they have in their life.

Materials:

- “On Monday When it Rained” by Cherry Kachenmeister and Tom Berthiaume
- Mental Health Triangle (MHANYS)

Procedure:

- Learning Targets - students will understand the three aspects of health (mental, social, physical). They will be able to identify emotions and brainstorm coping strategies. They will also identify a trusted adult they have in their life.
- Explain to students that today we will be talking about our health. There are many ways to be healthy and we are going to explore that today. Ask each student to name a problem that someone could have with their health. Generally, students come up with physical health issues. Paraphrase all of the students' answers, and emphasize the importance of understanding that our health isn't just our physical health, but also our mental and social health. Put the Mental Health Triangle (MHANYS) on the Recordex. Explain the triangle and how our health is split up into 3 parts, and what each means. Explain how they are all equally important. Ask students if they know what it means to be social, and that we are being social right now during this lesson. Explain how our mental health has to do with all of the feelings we experience, and that all feelings are okay.
- Next, introduce the book “On Monday When it Rained”. Explain that this book has to do with our mental health and our feelings. Stop along the way and have them guess what the little boy is feeling based on what you read to them. At the end of the book, explain that we can use coping strategies to make sure we stay healthy in the mental health section of the triangle. Give examples of coping strategies (talk to an adult, go for a walk, listen to music). Ask each student to share one coping strategy they can use to stay mentally healthy.
- Closure: Our mental health, social health, and physical health all are equally important and we must take care of ourselves to be our best selves! Explain that sometimes we need help from an adult to do this, and that's okay. Ask each student to share one trusted adult they can go to for help.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- All Kindergarten classrooms. Approximately 180 students lasting 30 minutes.

Perception Data: Informal Assessment

- Students will identify emotions and coping strategies to help them manage their emotions. Students will identify one trusted adult they have in their life.

Outcome Data: Informal Assessment

- 100% of students will name one coping strategy they can use to stay mentally healthy.
- 100% of students will name one trusted adult they have in their life who can help them if they need support in any area of their health triangle.
- Pre & Post test teacher assessment form.

Follow Up: Formal Assessment

- Individual and/or group counseling regarding mental, social, or physical health.
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.
- Pre & Post test teacher assessment form.

Lesson Plan:

School Counselor: Carina Bamann

Date: 1st quarter

Activity: *Get in the Zone, Zones of Regulation*

Grade: Kindergarten

ASCA Mindsets and Behaviors:

Mindsets:

- 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 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 4. Apply self-motivation and self direction to learning
- B-LS 8. Actively engage in challenging coursework

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will be able to identify the feelings within the four zones of regulation (blue, green, yellow, red).
- Students will learn replacement strategies that they can use to get themselves back to a regulated state (green zone).

Materials:

- Zones of Regulation posters

- Hands Are Not For Hitting by Martine Agassi

Procedure:

- Learning Targets - I will identify the feelings in the zones of regulation and learn coping strategies to get back to the green zone.
- Explain to students that today we will be talking about lots of different feelings today, and learn that it is okay to feel lots of different ways. Our feelings change all of the time, sometimes we are super happy, and then something happens and we turn very sad. Explain that the bright side is that you are in control of your feelings and you can change them at any time. Our overall goal at Jackson is to have green days, ask who wants to have more green days? Explain what a green day is - where you are calm, ready to learn, and nice to others around you. Explain that sometimes we come to school tired, upset, or mad and it can impact our day. It is okay to feel all of those things, but we are going to learn how we can take control and get back to green. First, we are going to learn about something called the Zones of Regulation.
- Explain that there are 4 different zones that represent different feelings we have. Show class all of the posters, one-by-one, explaining what each means. After going over each zone, ask for the class to partner with someone next to them and come up with ideas on how to get back to the green zone (how they can feel better) when feeling mad, sad, or scared. After a few minutes, ask for them to share what they came up with (write these down) and add additional ideas (hot cocoa breath, take-5 breathing, count to 10, hand clench, etc.) Tell them to not bottle up their feelings because it only makes it worse. Explain that they can talk to an adult to help them feel better.
- Read Hands Are Not For Hitting by Martine Agassi and stop, explain, and reiterate all of the things they can do to calm themselves when they are feeling angry. Remind them it is okay to feel mad, but what isn't okay is to hit or be unsafe. That only makes others get out of the green zone. The goal is for everyone to feel happy and safe at Jackson so we must practice staying in the green.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- All Kindergarten classrooms. Approximately 180 students lasting 30 minutes.

Perception Data: Informal Assessment

- Students will demonstrate and practice replacement strategies they can use when feeling angry, sad, scared.

Outcome Data: Informal Assessment

- 100% of students will demonstrate one coping strategy presented in lesson
- Pre & Post test teacher assessment form.

Follow Up: Formal Assessment

- Individual and/or group counseling regarding tattling.
- Counselors will consult with the classroom teacher to assess further needs regarding this topic.
- Pre & Post test teacher assessment form.

Lesson Plan

School Counselor: Carina Bamann

Date: Quarter 2

Activity: Growth Mindset

Grade: Kindergarten

ASCA Mindsets and Behaviors:

Mindsets:

- 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 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 4. Apply self-motivation and self direction to learning

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- 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

Learning Objectives:

- Students will understand the concept of having a growth mindset, and will identify one thing they know already and one thing they don't know yet.

Materials:

- I Can't Do That Yet: Growth Mindset by Esther Pia Cordova

- “The Power of Yet” worksheets

Procedure:

- Tell students today we are going to learn about our brain. Ask students to point to where their brain is. Explain that our brain has a very big job, and that it helps us learn and make good choices at school. Ask, “Did you know that you can grow your brain and make it stronger by doing hard things?” Talk about giving up versus trying hard and how that affects your brain.
- Introduce and read I Can’t Do That Yet: Growth Mindset book. Talk about the “Power of Yet”. Explain that you may not know how to do something in the beginning (give them an example of learning how to walk), but with practice you become good at it!
- Next, transition students to their desks for a worksheet activity. Have students work on their “Power of Yet” worksheets where they have to identify one thing they already know, and one thing they don’t know yet. Then have them do a second worksheet where they practice writing, “I will always try my best.”
- Reiterate that it is okay to not know something yet, but what matters is that we try and never give up.

Plan for evaluation:

Process data: This lesson will be conducted with all the kindergarten students approximately 170 students lasting 30 minutes.

Perception Data: Students will understand the concept of having a growth mindset, and will identify one thing they know already and one thing they don’t know yet.

Outcome Data: More time with less outbursts, more regulated days, more time on task. More perseverance.

Follow Up: Teachers will emphasize the importance of having a growth mindset throughout the year. School counselor will follow up with students who are struggling to try their best.

Lesson Plan

School Counselor: Carina Bamann

Date: 3rd Quarter

Activity: Understand & Care

Grade: Kindergarten

ASCA Mindsets and Behaviors:

Mindsets:

- 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 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 8. Actively engage in challenging coursework

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will be able to demonstrate empathy, compassion, and caring for others.

Materials:

- Understand and Care by Cheri Meiners

- Role play scenarios

Procedure:

- Learning Targets - I will be able to recognize when someone is feeling upset and know what I can do to help them.
- The counselor will introduce the topic by reviewing the learning targets and engaging the class with questions to assess their knowledge of how they can help others to feel better if they aren't having a green day.
- The Counselor will read Understand and Care to the students.
- Students will help explain and discuss what is taking place in the book.
- The counselor will ask students, "How do you know how others are feeling? What are the clues?" (Look on their face, how they are moving their body, use of words)
- If you can't figure it out with just looking at the person, what else can you do? (Ask them). "How do you feel?" "What's going on?" "Can I help?"
- Have the students practice and role-play. Give different scenarios and ask for a volunteer to show how they would feel with their body. Then ask another student to display what they can do to help. Then ask all of the students to think if they have ever felt the same way as that person feels. This is called empathy. Let them share if they can relate to this person's feelings. Do as many scenarios as time allows.
 - Scenario examples:
 - Others won't let Sarah play with them
 - Others at lunch won't let Oscar sit with them
 - Sally tells Ann she isn't her friend anymore
 - Michael trips in the hallway

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- This lesson will be conducted with all Kindergarten students for 30 minutes approximately 170 students.

Perception Data: Informal Assessment

- The students will be successful in identifying different types of feelings in others
- The students will learn what they can do to show others they care

Outcome Data: Informal Assessment

- 100% of students will display compassionate empathy skills to others.
- Pre & Post teacher assessment form

Follow Up: Formal Assessment

- Individual and/or group counseling regarding empathy and kindness
- Pre & Post teacher form
- Counselors will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Carina Bamann

Date: 4th Quarter

Activity: Personal Space

Grade: Kindergarten

ASCA Mindsets and Behaviors:

Mindsets:

- 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 and Learning Strategies:

- 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

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will explore a variety of ways to ensure that they respect the personal space of others.

Materials:

- Hula Hoop
- Bubbles
- Personal Space Camp book by Julia Cook

Procedure:

- Learning Targets - I can use personal space with adults and peers. I know I got it when I am at a good distance between myself and others, and when others around me look comfortable. I will be able to do this by learning what personal space means and practicing it throughout this lesson.
- The counselor will introduce the topic by reviewing the learning targets and engaging the class with questions to assess their knowledge of personal space. The strategy of pair-share will be used in order to include all students.
- The Counselor will read Personal Space Camp to the students.
- Students will help explain and discuss what is taking place in the book.
- Students will then use the hula hoop to demonstrate appropriate boundaries and personal space.
- The counselor will blow bubbles to visually demonstrate differences in people's personal space boundaries (as described in the book).
- Have the students practice personal space by role playing different school scenarios and areas in Jackson (ex. Lining up for lunch, sitting at the carpet, etc.)

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- All Kindergarten students. Lesson to last approximately 30 minutes.

Perception Data: Informal Assessment

- Students will show understanding of how to use personal space through use of the hula hoop and practicing personal space in different scenarios/role-plays.

Outcome Data: Informal Assessment

- 100% of students will identify and share how to show personal space at Jax.
- 100% of students will demonstrate their ability to use personal space with others.
- Pre & Post Test assessment from teacher.

Follow Up: Formal Assessment

- Individual and/or group counseling regarding personal space
- Accuracy on the exit ticket: School Scenario of how to use personal space
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan: Mental Health Triangle

School Counselor: Carina Bamann

Date: 1st quarter

Activity: Mental Health Triangle

Grade: 1st Grade

ASCA Mindsets and Behaviors:

Mindsets:

- 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 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 3. Use time-management, organizational and study skills
- 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

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- 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-SMS 8. Demonstrate the ability to balance school, home, and community activities
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- 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

Learning Objective(s):

- Students will understand that health includes physical, mental/emotional, and social aspects.
- Students will be able to name one way they can stay healthy in one area of the mental health triangle.
- Students will identify at least one trusted adult they have in their life.

Materials:

- Mental Health Triangle (MHANYS)

Procedure:

- Learning Targets - students will understand the three aspects of health (mental, social, physical). They will be able to identify emotions and brainstorm coping strategies. They will also identify a trusted adult they have in their life.
- Explain to students that today we will be talking about our health and revisiting the Mental Health Triangle. Have students get into circle format. Put the Mental Health Triangle on the Recordex. Explain how our health consists of 3 areas - mental, physical, and social. Go through each section, explain what they mean, and give examples. Ask students to pick one section of the triangle, and share one way they can be healthy in that section. Start by giving an example (mental health - going for a walk, listening to music, talking about it). Paraphrase all of the students' answers, and emphasize the importance of understanding that our health isn't just our physical health, but also our mental and social health. It is important that we take care of all 3 areas, which helps us to be our best selves.
- Next, introduce other coping strategies that may have not been discussed already and have the students practice these strategies (blow out the candle, hot cocoa breath, belly breaths). Make sure all students have shared or have chosen one strategy they can use to be healthy.
- Closure: Our mental health, social health, and physical health all are equally important and we must take care of ourselves to be our best selves! Explain that sometimes we need help from an adult to do this, and that's okay. Ask each student to share one trusted adult they can go to for help.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- All 1st grade classrooms. Approximately 180 students lasting 30 minutes.

Perception Data: Informal Assessment

- Students will name one way they can stay healthy in one area of the mental health triangle. Students will identify one trusted adult they have in their life.

Outcome Data: Informal Assessment

- 100% of students will name one way they can stay healthy in one area of the mental health triangle.
- 100% of students will identify one trusted adult who can help them if they need support.
- Pre & Post test teacher assessment form.

Follow Up: Formal Assessment

- Individual and/or group counseling regarding mental, social, or physical health.
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.
- Pre & Post test teacher assessment form.

Lesson Plan

School Counselor: Carina Bamann

Date: 1st Quarter

Activity: We Are The Same But Different

Grade: 1st grade

ASCA Mindsets and Behaviors:

Mindsets:

- 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

Behavior and Learning Strategies:

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-LS 4. Apply self-motivation and self direction to learning

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 5. Demonstrate ethical decision making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- 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

Learning Objectives:

- Students will demonstrate their understanding of personal differences and tolerance for others

Materials:

- Same, Same but Different by Jenny Sue Kostecki-Shaw
- Same but different worksheet

Procedure:

- Ask students to come to carpet and discuss learning targets - I will understand the differences and similarities of others that may look different from myself or live in different areas.
- Explain that today we are going to learn about two boys that live on different sides of the world. Both of them live in different worlds, and may see things differently. But you might find that they have more things in common than you think! Read Same, Same but Different book.
- After reading, discuss the book and how one might look different from you or live in a whole different area, but they could still have so many things in common and make a great friend. Stress the importance of inclusion of all people, even those with different experiences or those who look different from you. You may have more in common than you think. Tell students to now go to their desks to do an independent activity.
- Hand out the same but different worksheet. Explain that they are going to pretend they are drawing a picture of their world to someone they do not know. You want to show them the details of the world you live in. The counselor can give examples of things to include in their picture, like their family, the house they live in, the things they like to do. Give students time to draw and color. Tell students that when they are done they can flip their papers over.
- Once all students are done, tell them to swap papers with someone sitting next to them to show them a bit of your world. Allow them to explain their pictures to one another or ask questions.

Plan for Evaluation:

Process Data:

- This lesson will be conducted with the entire 1st grade of approximately 170 students lasting 30 minutes.

Perception Data:

- Students will demonstrate their understanding of personal differences and tolerance for others.
- Students will learn something new about a peer in their classroom.

Outcome Data:

- Pre & Post teacher assessment form
- Observation from teacher
- 100% of students will participate in lesson

Follow Up:

- Individual and/or group counseling regarding diversity and inclusion
- Counselor will consult with the classroom teacher to assess further needs regarding this topic

Lesson Plan

School Counselor: Carina Bamann, Barbara Roba, Lyndzi Hale

Date: 2nd Quarter

Activity: *Have you Filled your Bucket?* Book, interactive follow-up discussion and activity

Grade: 1st grade, 2nd grade

ASCA Mindsets and Behaviors:

Mindsets

M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M3: Sense of belonging in the school environment

M6: Positive attitude toward work and learning

Behavior Standards: Learning Strategies

B-LS 2: Demonstrate creativity

B-LS 7: Identify long- and short-term academic, career and social/emotional goals

B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior Standards: Self-Management Skills

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 3: Demonstrate ability to work independently

B-SMS 7: Demonstrate effective coping skills when faced with a problem

Behavior Standards: Social Skills

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 3: Create relationships with adults that support success

B-SS 4: Demonstrate empathy

B-SS 5: Demonstrate ethical decision making and social responsibility

B-SS 6: Use effective collaboration and cooperation skills

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

Learning Objective(s):

- Students will explore ways to increase their own self-esteem
- Students will identify a variety of ways to positively interact with their peers

Materials:

- *Have You Filled a Bucket Today? A Guide for Daily Happiness for Kids* book by Carol McCloud and Katherine Martin
- Bucket Filling worksheet
- Star cutouts
- Glue sticks

Procedure:

1. The counselor will read *Have You Filled a Bucket Today?* To the class, periodically stopping to ask questions and check for understanding.
2. After reading the book, the class will brainstorm ways to “fill” the classroom bucket (ex. Saying hello, cleaning up after self, doing their work, sharing, being polite, following directions).

3. Students will then decorate their own “bucket” and will identify three ways they can fill someone else’s bucket. They will write one way they can fill a bucket on a star, and then glue the stars onto their decorated bucket.
4. The counselor will ask the students what they have learned today.

Plan for Evaluation:

Process Data

- This lesson will be taught in all 1st grade classrooms with approximately 170 students.

Perception Data

- Students will each provide three ways they can positively interact with others on their bucket filling worksheet.

Outcome Data

- Observation of students positively interacting with one another and consultation with classroom teacher.
- Completed bucket filling worksheet.
- Pre & Post teacher form.

Follow Up: School Counselor and classroom teacher will reinforce concepts from class lesson through individual and group discussions.

Lesson Plan

School Counselor: Carina Bamann

Date: 2nd quarter

Activity: *Get in the Zone, Zones of Regulation*

Grade: 1st Grade

ASCA Mindsets and Behaviors:

Mindsets:

- 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 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 4. Apply self-motivation and self direction to learning
- B-LS 8. Actively engage in challenging coursework

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will be able to identify the feelings within the four zones of regulation (blue, green, yellow, red).
- Students will learn replacement strategies that they can use to get themselves back to a regulated state (green zone).

Materials:

- [Zones of Regulation Youtube Clips](#)
- Zones of Regulation posters

Procedure:

- Learning Targets - I will identify the feelings of the zones of regulation and learn coping strategies to get back to the green zone.
- Ask students if anyone remembers learning about the zones of regulation last year. Let the students share what they remember. Explain that today we are going to refresh our memory and practice identifying the zones and the coping strategies they learned from the previous year. Show students the zones of regulation posters and go over the different feelings/zones. Ask if anyone remembers some of the coping strategies they learned to get themselves back to the green zone. Have some volunteers demonstrate the coping skills they remember learning.
- Go over the coping skills again (hot cocoa breath, take-5 breathing, count to 10, hand clench, etc.) and have them all practice together. Reiterate that at any time we can change the way we feel by using strategies to help us get back to the green zone. Everyone is different, and some strategies work better for some but not others. You can figure out which ones you like the most and you can use when you feel sad, mad, or scared. Remind them that it is okay to feel mad, sad, scared but to act on those feelings inappropriately is what's not okay. We want to make sure we use our strategies in the moment so that we can make good choices.
- Explain that today's activity involves youtube video scenarios where they are going to watch and then wait until the end to raise their hand and share what zone they think each person is in and why. Play videos and after each video let the students guess what zone and why. Do as many videos as time allows.
- Finish the lesson by reiterating let's try to have green days and help others to have green days too!

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- All 1st grade classrooms. Approximately 180 students lasting 30 minutes.

Perception Data: Informal Assessment

- Students will demonstrate and practice replacement strategies they can use when feeling angry, sad, scared.
- Students will be able to label what zone someone is in based on the situation that is presented.

Outcome Data: Informal Assessment

- 100% of students will demonstrate one coping strategy presented in lesson
- Pre & Post test teacher assessment form.

Follow Up: Formal Assessment

- Individual and/or group counseling regarding tattling.
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.
- Pre & Post test teacher assessment form.

Lesson Plan

School Counselor: Carina Bamann, Barbara Roba, Lyndzi Hale

Date: Quarter 2

Activity: Tattling Vs. Reporting

Grade: Kindergarten, 1st grade, 2nd grade

ASCA Mindsets and Behaviors:

Mindsets:

- M 2. Self-confidence in ability to succeed
- M 3: Sense of belonging in the school environment
- M 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- 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 9. Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9: Demonstrate personal safety skills

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision making and social responsibility
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- 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

Learning Objectives:

- The students will be able to differentiate between tattling and reporting
- The students will be able to identify when to report to an adult

Materials:

- Don't Squeal Unless It's a Big Deal by Jeanie Franz Ransom
- Don't squeal unless it's a big deal worksheet.

Procedure:

- Discuss learning targets - I will be able to decide when I should report a situation to an adult and when to handle it myself. I will know this by learning the difference between tattling and reporting and then applying this knowledge to different scenarios in this lesson.

- The counselor introduces that today we will be reading a book called Don't Squeal Unless It's a Big Deal. Ask the students to take a second to think about what this book might be about, then ask students the following questions, "What might squeal mean?", "What is a big deal?", "What does it mean to be a tattletale?"
- Read the book Don't Squeal Unless It's a Big Deal. Stop to reflect along the way about whether the situations were a kid sized problem (one they can solve on their own), or an adult sized problem (where they should report to adults). Explain that squealing is the same thing as tattling. Tattling is telling an adult about something that isn't a big deal. There are situations that you should tell a teacher, which is called reporting (when someone is hurt, when it is an emergency), there are other situations that are small problems, problems you can try and solve on your own!
- Hand out don't squeal unless it's a big deal worksheet and tell the class they will need a pink colored pencil and a blue one. Tell them you will read to them different scenarios that are numbered on their worksheet. For every scenario, if it is a kid sized problem color it in pink, if it is an adult sized problem color it in blue. Collect worksheets.

Plan for Evaluation:

Process Data:

- This lesson will be conducted with the entire 1st class of approximately 170 students lasting 30 minutes.

Perception Data:

- Students will be able to differentiate situations that require reporting to an adult, or a situation that they can solve on their own.

Outcome Data:

- Pre & Post teacher assessment form
- Observation from teacher
- Don't squeal unless it's a big deal worksheet.

Follow Up:

- Individual and/or group counseling regarding tattling.
- Counselors will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Carina Bamann

Date: Quarter 1

Activity: Whole Body Listening

Grade: Kindergarten, 1st grade

ASCA Mindsets and Behaviors:

Mindsets:

- 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 and Learning Strategies:

- 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

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3. Demonstrate ability to work independently
- B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- 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 3. Create relationships with adults that support success
- B-SS 4. Demonstrate empathy
- B-SS 6. Use effective collaboration and cooperation skills
- B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives:

- Tie in to ***Green Day Way.***
- Students will gain an understanding of how to listen and learn with their whole bodies.

- Students will gain an understanding of the different parts of the body that assist us with whole body listening.
- Students will learn why whole body listening makes a difference in their lives and with other people.

Materials:

- Book Whole Body Listening Larry at School! By Elizabeth Sautter
- Whole body listening Larry poster
- Promethean board
- Whole Body Listening worksheet

Procedure:

- Discuss learning targets - I will be able to demonstrate what whole body listening looks like.
- Counselor asks students to show what whole body listening looks like, then ask, what does it mean? Ask the students why they think it is important to use our whole bodies to listen.
- Put the whole body listening Larry poster on the Promethean board. Go over all the different parts of the body that we need to pay attention to when we are listening. Explain that using our whole bodies to listen shows others we care and we want to hear what they are saying. It shows your friends, teachers, and those around you that you care about them and hear them.
- Read Whole Body Listening Larry at School! and stop to ask questions along the way.
- Discuss what they learned in the book, and talk about all of the different places they would use whole body listening in school and what it would look like (gym class, art, library, etc.).
- Hand out a whole body listening worksheet to all students to work on individually. Students will be asked to color in all of the parts on the body that involve listening. Collect all papers at the end.

Plan for Evaluation:

Process Data:

- This lesson will be conducted with the entire 1st class of approximately 170 students lasting 30 minutes.

Perception Data:

- Students will be able to demonstrate whole body listening as well as know why it is important.

Outcome Data:

- Pre & Post teacher assessment form
- Observation from teacher
- Whole body listening worksheet completed by students

Follow Up:

- Individual and/or group counseling regarding whole body listening
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Lyndzi Hale, Barbara Roba

Date: Quarter 1

Activity: Anti-Bullying

Grade: 2nd Grade

ASCA Mindsets and Behaviors:

MS: 2,3; BLS: 1,2,4-7; BSMS: 1,2,7,9,10; BSS: 1-9

Learning Objectives:

- Students will discuss the impact that their behaviors have on others.

Materials:

- vignettes on DVD
- anti-bullying rules poster
- Discussion questions

Procedure:

- The students will be asked what bullying means
- The Counselor will introduce the definition of bullying to the class.
- The counselor will then display the poster with the four anti-bullying rules for the class. Utilize pgs 51-56 of school wide guide to further discuss each rule with the students.
- The counselor will then show the class grade level appropriate vignettes.
- Discussion about the vignette with the whole group.
- The counselor will then reiterate the anti-bullying rules discussed at the start of the lesson.
- Role play of bullying situations will occur with the students.

Plan for Evaluation:

Process Data: This lesson will be conducted the entire 2nd grade of approximately 180 students lasting 30 minutes.

Perception Data: Students complete an end of the lesson assessment such as an exit ticket or post-evaluation.

Outcome Data: 100% of students will accurately report the definition of bullying

Follow Up: During the following school year, anti-bullying lessons will be expanded up to increase further understanding of bullying.

Lesson Plan:

School Counselor: Barbara Roba, Lyndzi Hale

Date: 1st or 2nd quarter

Activity: My Mouth is a Volcano

Grade: 2nd grade

ASCA Mindsets and Behaviors:

Mindsets:

- M 2: Self-confidence in ability to succeed
- M 3: Sense of belonging in the school environment
- 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 and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 4: Apply self-motivation and self-direction to learning

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control

Behavior: Social Skills

- B-SS 2: Create positive and supportive relationships with other students
- B-SS 3: Create relationships with adults that support success
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- The students will explore how capturing their thoughts and words for an expression at a later time can lead to better self control.

Materials:

- Promethean Board
- My Mouth is a Volcano Book Julia Cook
- One Way to Stop My Volcano From Erupting sheet (taken from the A Bad Case of Tattle Tongue activity book.

Procedure:

- Learning Targets - I will practice ways to control my volcano
- The counselor will show the students our book for today's lesson: My Mouth is a Volcano, by Julia Cook. Students will pair-share with a peer to make a prediction of what our book is about today.

- The counselor will introduce the topic by reviewing the learning targets and engaging the class with questions to assess their knowledge of talking out during class.
- The counselor will read the book My Mouth is a Volcano.
- Throughout the story, the counselor and students will discuss the techniques used in the book to stop oneself from interrupting and sharing “important” thoughts.
- The term self-control will be introduced as the students discover they are in control of their decisions and the consequences they encounter.
- Students will be challenged to identify even more ways to control their desire to talk out. These will be listed
- Each student will complete an exit ticket where they will write one sentence of how they plan to stop their volcanoes from erupting (interrupting).

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- Approximately 180 2nd grade students. Lesson to last approximately 30 minutes

Perception Data: Informal Assessment

- Students will pair-share relevant information regarding their thoughts on talking out.
- Students will accurately reflect on strategies that could be personally helpful to decreasing the amount of times they blurt out in class.

Outcome Data: Informal Assessment

- 100% of students will identify one way they can personally decrease the amount they talk out.
- Incidences of talking out within the classroom will decline by 50%

Follow Up: Formal Assessment

- Individual and/or group counseling regarding self-control.
- Accuracy on the exit ticket
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan:

School Counselor: Barbara Roba, Lyndzi Hale

Date: 1st or 2nd quarter

Activity: Personal Space

Grade: 2nd grade

ASCA Mindsets and Behaviors:

Mindsets:

- M 3: Sense of belonging in the school environment
- M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 9: Demonstrate personal safety skills

Behavior: Social Skills

- B-SS 2: Create positive and supportive relationships with other students
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will explore a variety of ways to ensure that they respect the personal space of others.

Materials:

- Promethean Board
- Hula Hoop
- Bubbles
- Personal Space Camp book by Julia Cook
- Personal planning pictures (taken from the Personal Space activity book)

Procedure:

- Learning Targets - I will use personal space with adults and peers.
- The counselor will introduce the topic by reviewing the learning targets and engaging the class with questions to assess their knowledge of personal space. The strategy of pair-share will be used in order to include all students.
- The Counselor will read Personal Space Camp to the students.
- Students will help explain and discuss what is taking place in the book.

- Students will then use the hula hoop to demonstrate appropriate boundaries and personal space.
- The counselor will blow bubbles to visually demonstrate differences in people's personal space boundaries (as described in the book).
- Students will be placed in groups to complete their scenario of a place within JK to show personal space. These will be presented to the class.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- Approximately 180 2nd grade students. Lesson to last approximately 30 minutes

Perception Data: Informal Assessment

- Students will show understanding of how to use personal space through use of the hula hoop and the use of an arm's length space between them and their peers.

Outcome Data: Informal Assessment

- 100% of students will identify and share how to show personal space at JK
- 100% will work with peers to decide on how to best show personal space
- 100% of students will demonstrate their ability to use personal space with others

Follow Up: Formal Assessment

- Individual and/or group counseling regarding personal space
- Accuracy on the exit ticket: School Scenario of how to use personal space
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Barbara Roba, Lyndzi Hale

Date: Quarter 1

Activity: Read *The Rainbow Fish*, by Marcus Pfister, follow-up discussion, rainbow fish activity

Grade: 2-4 Special Education Classrooms

ASCA Mindsets and Behaviors:

Mindsets

M3: Sense of belonging to the school environment

M6: Positive attitude toward work and learning

Behavior Standards: Learning Strategies

B-LS 2: Demonstrate creativity

B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior Standards: Self-Management Skills

B-SMS 3: Demonstrate ability to work independently

B-SMS 7: Demonstrate effective coping skills when faced with a problem

Behavior Standards: Social Skills

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 3: Create relationships with adults that support success

B-SS 4: Demonstrate empathy

B-SS 6: Use effective collaboration and cooperation skills

B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will reflect on different emotions they have experienced.
- Students will identify the characteristics of a good friend.
- Students will show empathy by sharing a kind word with a classmate.

Materials:

- *The Rainbow Fish* by Marcus Pfister, Fish handouts, Sparkly scales, glue, crayons, children's names in a hat

Procedure:

1. Read *The Rainbow Fish*
2. After children become familiar with the story, discuss the different emotions that the fish feel throughout the story. Ask children how Rainbow Fish feels about his beautiful, sparkling scales. Why did the little blue fish want one of Rainbow Fish's scales? How do they think the other fish felt when Rainbow Fish wouldn't play or share with them? Why did Rainbow Fish feel lonely? Why was Rainbow Fish happy at the end of the book? How did the other fish feel when Rainbow Fish shared his glimmering scales with them?
3. Talk about the importance of friendship. Ask children what it means to be a good friend. Talk about the importance of sharing as well. Ask them what things they can share in their classroom. Explain that in addition to sharing toys, markers, etc., they can also share kind words. Brainstorm examples of compliments and kind words and write them on the board.
4. Have each student pick a scale and draw a classmate's name out of a hat. Explain that they will write a kind word about their classmate, and then give them their scale to add to their rainbow fish. Allow students to color their fish, and glue on their scales.

5. Remind students to practice using kind words and sharing throughout the day.

Plan for Evaluation:

Process Data

- This lesson will be presented annually in special education classrooms by the school counselor, in conjunction with the classroom teacher. The book, follow-up discussion, and activity will take place over one, 45 minute session.

Perception Data

- Students will identify different emotions they have experienced and identify the characteristics of a good friend through interactive classroom discussion and reflection on the story.
- Students will each give a classmate a sparkly scale with a compliment or kind word on the back, demonstrating empathy by writing something that will make their classmate feel good about themselves.

Outcome Data

- Observation of students sharing kind words and compliments with one another and consultation with classroom teacher
- Points received in “respect for peers” portion of daily behavior sheets

Follow Up: School Counselor and classroom teacher will reinforce concepts from class lessons through individual and group discussions; “Have you filled your bucket?” lesson will also be taught annually.

Lesson Plan

School Counselor: Barbara Roba, Lyndzi Hale

Date: Quarter 2

Activity: Decision Making

Grade: 3rd grade

ASCA Mindsets & Behaviors:

Mindsets:

- 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 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6: Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions.
- B-LS 4: Apply self-motivation and self-direction to learning
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- 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

Behavior: Social Skills:

- B-SS 1: Use effective oral and written communication skills and listening skills
- B-SS 5: Demonstrate ethical decision making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- The students will identify the steps involved in the decision making process.
- The students will express that consequences can be positive or negative.

Materials:

- Five decision making worksheets
- Decision making flip-chart

Procedure:

- Learning Targets: I will identify the steps involved in the decision making process. I will discuss that consequences can be positive or negative.
- The students will ask the students how many decisions they think they have made today.
- The students will be asked what they believe a consequence is. They will be asked to share their idea with one peer partner.
- The students will work with the counselor to explore the meaning of consequences (both positive and negative).
- The students will be presented with a situation/problem that they will work through as a class.
- The class will have a discussion of the situation/problem, the choices, and the consequences associated with each choice.
- Students will be broken into teams and given a decision making scenario with paper to record their choices and consequences for each choice.
- Each team will select a recorder/reporter to present their team's results in front of the class.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- Approximately 180 third grade students during a 30 minute time period.

Perception Data: Informal Assessment

- The students will pair-share relevant information regarding their understanding of consequences and the decision making steps
- The students will be successful in completing the decision making worksheet.

Outcome Data: Informal Assessment

- 100% of students will complete the group assignment
- Based on teacher observation, incidences of positive decision making will increase within the classroom.

Follow-Up: Formal Assessment

- Accuracy of action steps presented from the group project
- School counseling based on need to promote positive decision making
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Barbara Roba, Lyndzi Hale

Date: 3rd quarter

Activity: Making Sara Cry - Empathy

Grade: 3rd grade

ASCA Mindsets and Behaviors:

Mindsets:

- 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

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self -Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- B-SS 4: Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- 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

Learning Objective(s):

- Students will identify and discuss the impact that my behavior has on others.

Materials:

- Making Sarah Cry story
- Pre-cut paper hearts
- Markers or crayons

Procedure:

- Learning Targets - I will identify and discuss the impact that my behavior has on others.
- The students will each receive a paper heart and will decorate the heart whatever way they want.

- The Counselor will read *Making Sarah Cry*. Prior to the story, the students will be asked to consider how the characters are feeling in the story and what they may do the same or differently if they were in the same situations.
- After the story is completed, the students will be asked to share what things happened in the story to make Sarah and the boy feel bad. Each time the students identify a reason for the characters to be sad, the counselor will instruct them to make one fold in their paper hearts.
- When the hearts have been folded into a small piece of paper, the students will be asked to identify ways to help make Sarah and the boy feel better. Each time a solution is given, the hearts will begin to unfold.
- The students will try as hard as they can to restore the hearts to their original conditions.
- The counselor will lead the whole group in a discussion of the following questions:
 - Describe Sarah
 - What would you say to Sarah?
 - What would you say to the boy?
 - What is peer pressure? Was there any evidence of this in the story?
 - What is a role model? Was anyone in the story a role model? How do you know this?
 - Do you think the story has changed the way you think about your own interactions?
 - How do you think your behavior will be different?
- The students will work in small groups to create posters about peer pressure and positive decision making.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- Approximately 180 3rd grade students over a 30 minute time span.

Perception Data: Informal Assessment

- 100% of students will work with a partner to answer the counselor directed class questions.
- 100% of students will produce a paper heart and will visually observe the impact that negative behavior has on others.

Outcome Data: Informal Assessment

- 100% of students will identify the feelings of the characters in the story through pair-share
- 100% of students will nonverbally show their likelihood of showing more kindness to classmates in the future via the fist-to-five strategy.
- Reported incidences of kindness within the classroom will improve by 25%.

Follow Up: Formal Assessment

- The counselor will follow up with the teacher and students throughout the week to assess the student's application of the lesson.

- Accuracy of posters presented to the class and reviewed. - Follow up with individual students will occur as needed.
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Lesson Plan

School Counselor: Barbara Roba, Lyndzi Hale

Date: Quarter 1

Activity: Problem Solving

Grade: 3rd grade

ASCA Mindsets & Behaviors:

Mindsets:

- 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 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6: Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1: Demonstrate critical-thinking skills to make informed decisions.
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior: Self-Management Skills:

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 7: Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills:

- 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 5: Demonstrate ethical decision making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- 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

Learning Objective(s):

- The students will identify the steps involved in the problem-solving process.
- The students will identify the power they have to make positive decisions.

Materials:

- Problem-solving flip chart
- Problem solving steps - one for each student
- Exit ticket template - Problem solving scenarios

Procedure:

- Learning Targets: I will use the problem solving steps to decide the best way to solve a problem. I can control my own decisions.
- Students will be asked to think about who needs to solve problems. Just them? Parents? Teachers? Everyone! Problem-solving is a life skill.
- Students will engage with the interactive flip-chart presentation as we reveal each of the 5 problem-solving steps. Specific attention will be given to the positive and negative choices available to them given a stressful situation.
- Role-play opportunities will be available as the counselor starts problems with students such as taking a student's pencil, and spreading rumors.
- Each student will receive a desk-sized copy of the problem solving steps to use as referred during their school days.
- Each student will be placed with a peer to complete the exit ticket. The first scenario will be done by the whole group by referring to the flip-chart steps. The second scenario will be completed by each student within the peer group.
- Several exit tickets will be shared verbally and then collected by the counselor.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- Approximately 180 third grade students during a 30 minute time period.

Perception Data: Informal Assessment

- The students will share ideas, role play, and identify positive and negative solutions to problems.
- The students will verbally express that they are in charge of their own choices.
- The students will be successful in completing the exit ticket.

Outcome Data: Informal Assessment

- 100% of students will complete the exit ticket.
- Based on teacher observation, incidences of positive decision making will increase within the classroom.

Follow-Up: Formal Assessment

- Accurate completion of the exit ticket
- School counseling based on need to promote positive problem solving
- Counselor will consult with the classroom teacher to assess further needs regarding this topic.

Lesson Plan

School Counselor: Barbara Roba, Lyndzi Hale

Date: Quarter 3

Activity: Multiple Intelligences Survey, “Smart Kids” worksheets, and interactive follow-up discussion

Grade: 4th grade

ASCA Mindsets and Behaviors:

Mindsets

M2: Self-confidence in ability to succeed

M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

M6: Positive attitude toward work and learning

Behavior Standards: Learning Strategies

B-LS 7: Identify long- and short-term academic, career and social/emotional goals

Behavior Standards: Self-Management Skills

B-SMS 3: Demonstrate ability to work independently

Behavior Standards: Social Skills

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 3: Create relationships with adults that support success

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

Learning Objective(s):

- Students will identify strengths, possible career options, and potential hobbies that are aligned with their particular interests.

Materials:

- Multiple Intelligences Survey, “Smart Kids” worksheet, “Smart Kids” informational sheets

Procedure:

1. Explain how our own personal interests relate to the world of work. Work is much more enjoyable if your career aligns with your interests. Share personal examples or have a classroom teacher share how and why she decided to go into teaching.
2. Have students complete Multiple Intelligences Survey and add up their results.
3. Place “smart kids” sheets at different locations around the room.
4. Based on their results, students should move to the location of the “smart kids” sheet that matches their top interest category. If students have multiple categories that are tied, they can just pick the one that they think might be of most interest.
5. Once students are in groups, give them the informational sheet and worksheet to complete as a group.
6. Once the groups are complete, have them share their answers with the whole group. Collect the group’s responses at the end for career-readiness documentation.

Plan for Evaluation:

Process Data

- This lesson will be presented annually in 4th grade classrooms by the school counselor, in conjunction with the classroom teacher. The survey, group activity, and follow-up discussion will take place over one, 45 minute session.

Perception Data

- Students will identify potential areas of interests through the completion of the multiple intelligences survey.
- Students will identify strengths, three potential career interests, and three potential hobbies that align with their interests.

Outcome Data

- Increased interest and number of inquiries related to the world of work
- Increased student involvement in extracurricular activities related to student interests/strengths.

Follow Up: School Counselor and classroom teacher will reinforce concepts from class lessons through individual and group discussions.

Lesson Plan

School Counselor: Elementary Counselors

Date: Quarter 3

Activity: Gossip and Rumors Presentation, *Mr. Peabody's Apples*, and Interactive follow-up discussion

Grade: 4th grade

ASCA Mindsets and Behaviors:

Mindsets

M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M3: Sense of belonging in the school environment

M6: Positive attitude toward work and learning

Behavior Standards: Learning Strategies

B-LS 1: Demonstrate critical-thinking skills to make informed decisions

B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions

Behavior Standards: Self-Management Skills

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 7: Demonstrate effective coping skills when faced with a problem

Behavior Standards: Social Skills

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 3: Create relationships with adults that support success

B-SS 4: Demonstrate empathy

B-SS 5: Demonstrate ethical decision-making and social responsibility

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

Learning Objective(s):

- Students will define gossip and rumors, and identify ways to stop gossip and rumors from spreading.

Materials:

- Gossip and Rumors Presentation; *Mr. Peabody's Apples* by Madonna; Exit Tickets

Procedure:

1. Using slideshow presentation, provide students with the definitions of gossip and bullying, and ask students to brainstorm personal or hypothetical examples.
2. Read *Mr. Peabody's Apples*, while periodically stopping to ensure concepts and the overall message of the story are resonating with students.
3. Return to the slideshow presentation. Using Mr. Peabody as an example, discuss why gossip and rumors are wrong and potential reasons gossip and rumors are spread by kids.
4. With a partner, have students brainstorm potential rumor blocks and phrases they might say when faced with a rumor.
5. Exit Ticket: Have students write one reason why gossip and rumors are wrong and one way they can stop gossip and rumors from spreading.

Plan for Evaluation:

Process Data

- This lesson will be presented annually in 4th grade classrooms by the school counselor, in conjunction with the classroom teacher. The presentation, story, and interactive discussion will take place over one, 45 minute session.

Perception Data

- Students will provide examples of gossip and rumors.
- Students will identify why gossip and rumors are hurtful.
- Students will identify at least one way to stop gossip and rumors from spreading.

Outcome Data

- Decrease in number of bullying reports related to gossip and rumors.
- Decrease in number of disciplinary infractions related to bullying.

Follow Up: School Counselor and classroom teacher will reinforce concepts from class lesson through individual and group discussions; anti-bullying lesson and “Chrissa” bullying prevention lesson will also be taught in 4th grade.

ELEMENTARY COUNSELOR CALENDAR

Ongoing responsibilities

Task	Responsible
Social histories	Counselors
Collaborate with parents offering ideas, resources, and when necessary linkage to agencies	Counselors
Consult with teachers and staff to include but not limited to SBIT, IEP students, 504 plans, behavior support, etc.	Counselors
Identification of student's educational barriers, develop plans for their removal, and implementation	Counselors
Attend CSE & 504 meetings	Counselors
FBA/BIP co-facilitator with staff and families	Counselors
PBIS participation	Counselors
SBIT participation	Counselors
Attendance monitoring	Counselors
Transition planning for new students including but not limited to: records review, acclimation to school policies, community resources, etc	Counselors
Counseling progress notes	Counselors
Liaison with community agencies and supports for students	Counselors
Representative of the school at County meetings, eg. SPOA	Counselors
On-the-spot student interventions	Counselors
Classroom lessons based on research and evidence based practices at teacher staff request to meet individual classroom needs	Counselors
Conducting pre and post evaluations of student learning and growth	Counselors
Communication with families regarding positive school experiences for their children and themselves as parents	Counselors
Counseling assessments	Counselors
Individual counseling	Counselors
Group counseling	Counselors
Crisis counseling	Counselors

Continuous professional development/ research/ program improvements/ review execution and practice areas of improvement	Counselors
Collaborate with other elementary school counselors aligning programs and removing educational barriers	Counselors
Resource to principal	Counselors

September

Task	Responsible
Meet with each teacher to discuss at-risk students	Counselors
SBIT Organization meeting	Counselors
Review SBIT recommendations for this school year	Counselors
Connect with teachers of students with a 504 plan	Counselors
Schedule mandated counseling students	Counselors
Begin scheduling class lessons/ send home introduction information/start lessons	Counselors
Create counselor's building schedule	Counselors
Begin seeing mandated students	Counselors
Prepare newsletter article for building level -as applicable	Counselors
Forms sent to teachers with checklists for referred students	Counselors
Paperwork for coat drive distributed	JAX Counselor
Begin seeing referred non-mandated students	Counselors

October

Task	Responsible
Peaceful bus meetings	Counselors
Newsletter article for building level letter to home- as applicable	Counselors
Coat drive for at risk students	JAX Counselor
Begin class lessons	Counselors
Collaborate with Student Council - Red Ribbon Week	JK Counselors
1st quarter IEP progress notes entered in ClearTrack	JK Counselors

November

Task	Responsible
Attend parent-teacher conferences	Counselors
1st trimester progress notes in clear track	JAX Counselor
Review the effectiveness of 504 plan accommodations with teachers	Counselors

December

Task	Responsible
Check-in on students who anticipate difficulties with the holidays/break	Counselors
Develop Counseling Newsletter	Counselors

January

Follow-up with any students who expressed concerns going into the holiday break	Counselors
Contact upk and community pre-kindergarten to evaluate attendance in the fall	JAX Counselor
2nd quarter IEP progress notes entered into ClearTrack	JK Counselors

February

Follow-up with any students who expressed concerns going into the February break	Counselors
Review the effectiveness of 504 plan accommodations with teachers	Counselors
Start 4th grade profile for students transitioning to 5th grade	JK Counselor
Schedule BMS transitions with BMS counselors and 4th grade department chair	JK Counselor

March

Task	Responsible
Develop Counseling Newsletter	Counselors
Schedule tours for community pre-kindergarten programs	JAX Counselor
Schedule kindergarten registration	JAX Counselor
3rd quarter IEP progress notes entered in ClearTrack	JK Counselors

April

Task	Responsible
Attend pre-annual review meetings	Counselors
Peaceful bus meeting	Counselors
Meet with special education teachers to formulate social PLEPS, goals, and objectives for IEP students	Counselors
Tours for community prekindergarten programs	JAX Counselor
Assist with student attendance at extended year as needed	Counselors
Create IEP counseling update forms and send them to the SPED office	Counselors

May

Task	Responsible
Annuals reviews	Counselors
Review the effectiveness of 504 plan accommodations with teachers	Counselors
Complete 4th grade profile for students transitioning to 5th grade	JK Counselor
Review and record information from parent input forms and SBIT recommendations in preparation for class placement meetings	Counselors

June

Task	Responsible
4th quarter IEP Progress Notes entered in ClearTrack	JK Counselors
Summer counseling newsletter/ special feature summer community activities for children	Counselors
Attend and participate in class placement meetings	Counselors
Support given to promote a positive transition process for all children	Counselors
Assist with student attendance at extended year and work with extended year principal as needed	Counselors
Planning with counselors as to transitional plans for 1st and 4th graders	Counselors

Summer

Task	Responsible
Review Prevention lessons/ research/ align	Counselors
Class lists for kindergarten	JAX Counselor
Meet with counselor from JK who is working with 2nd graders, transfer all information electronically	Counselors
Collaboration with community resources as needed	Counselors
Attend collaborative conferences and functions with community agencies if offered	Counselors
Meet/call parents to review student concerns prior to start of school year	Counselors
Review new-entrant folders regarding student needs and accommodations	Counselors
Complete and review kindergarten screening excel document	JAX Counselor
Collaborate with treatment providers, community preschool staff and parents	Counselors
Prepare for August kindergarten screening	JAX Counselor
Follow up with August screening candidates and help assure for appropriate transition to kindergarten	JAX Counselor
Request preschool information as needed based in acquired releases	JAX Counselor
Contact parents and providers as needed regarding follow through of SBIT recommendations	Counselors
Meet with families, give tours, provide appropriate transitional services to families as needed	Counselors

Consult with principal and TOSA regarding student needs	Counselors
Consult with principal and TOSA regarding class lists for the upcoming school year	Counselors
Spreadsheet of all kindergarten children shared with appropriate staff	JAX Counselor
Spreadsheet of all classrooms re: student placement and needs	Counselors
Resource to the ey principal/staff as needed	Counselors
Article preparation for newsletters	Counselors
Collaborate with TOSA and principal regarding SBIT recommendations for next school year	Counselors
Prepare for transition meetings with outgoing and receiving teachers of SBIT students	Counselors
Consult with principal and TOSA regarding transfer students	Counselors
Red Ribbon preparation	Counselors
Newsletter preparation	Counselors

Batavia City School District

ASCA Mindsets and Behaviors

Batavia Middle School

Mindsets	Fifth –Eighth Grade		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	x	x	x
2. Self-confidence in ability to succeed	x	x	x
3. Sense of belonging in the school environment	x	x	x
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	x	x	
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	x	x	x
6. Positive attitude toward work and learning	x	x	x
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	x	x	x
2. Demonstrate creativity	x		x
3. Use time-management, organizational and study skills	x	x	x
4. Apply self-motivation and self-direction to learning	x		x
5. Apply media and technology skills	x		x
6. Set high standards of quality	x		
7. Identify long and short-term academic, career, and social/emotional goals	x	x	x
8. Actively engage in challenging coursework	x		
9. Gather evidence and consider multiple perspectives to make informed decisions	x		x
10. Participate in enrichment and extracurricular activities	x		x
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	x		x
2. Demonstrate self-discipline and self-control	x		x
3. Demonstrate ability to work independently	x		
4. Demonstrate ability to delay immediate gratification for long-term rewards	x		x
5. Demonstrate perseverance to achieve long-and short-term goals	x	x	x
6. Demonstrate ability to overcome barriers to learning	x		x
7. Demonstrate effective coping skills when faced with a problem	x		x
8. Demonstrate the ability to balance school, home and community activities	x		x
9. Demonstrate personal safety skills	x		x
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	x		x
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	x		x
2. Create positive and supportive relationships with other students	x		x
3. Create relationships with adults that support success	x		x
4. Demonstrate empathy			x
5. Demonstrate ethical decision-making and social responsibility	x		x
6. Use effective collaboration and cooperation skills	x	x	x
7. Use leadership and teamwork skills to work effectively in diverse teams	x	x	x
8. Demonstrate advocacy skills and ability to assert self, when necessary	x	x	x

9. Demonstrate social maturity and behaviors appropriate to the situation and environment	x		x
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Batavia City School District Comprehensive School Counseling Program Map for Batavia Middle School

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Classroom Counseling Lessons/ Character Education/SEL	
Program Activity or Service	Classroom lessons created for grades 5-8 that are focused on age appropriate topics, based on needs of the school (i.e. character education, career development, social skills, and anti-bullying).
Program Objective	Students will demonstrate knowledge of lessons taught through verbal reports, written reports or direct staff observation. Students will show improved student behavior and academics, respect for others, knowledge of MS mindset and PBIS character traits.
NYSED Regulation	K-6 (i. 1, i.2, i.6); 7-12 (ii.1, ii.3, ii.4, ii.4.6)
ASCA Standard	MS: 1-6; BSMS :1, 2, 5, 6, 7, 8, 10; BSS: 1, 2, 4-9; BLS: -1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.4, 3a.5, 3a.6
Timeline	Continuous throughout school year
Staff and Resources	School Counselors
Assessment	Discipline reports, teacher/ staff reports, parent reports, student reports, Dignity Act Referrals
Data Showing Need	Dignity Act data, discipline data, student, teacher, parent reports, academic data

Individual Counseling/SEL	
Program Activity or Service	Individual counseling sessions to assist students with academic, career, or social/ emotional concerns.
Program Objective	Students will show an amelioration of specific concerns addressed in individual counseling. Students will show an increase in appropriate behavior, attendance and grades.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-7, 9, 10; BSMS: 1-10; BSS: 1-10
NYSED CDOS	1.1, 2.1, 3a.2-3a.4, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselor

Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504
Small Group Counseling/SEL	
Program Activity or Service	Small group counseling sessions to assist students with academic, social, emotional and personal concerns.
Program Objective	Students will show an amelioration of specific concerns addressed in small group counseling. Students will show an increase in appropriate behavior, social skills, attendance and grades.
NYSED Regulation	K-6 (i.1-6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS:1-3, 5-6; BLS: 1-10; BSMS 1, 2, 4-10; BSS: 1-9
NYSED CDOS	3a.2-3a.4, 3a.7
Timeline	Varies dependent on student need (i.e.: 6-8 weeks, bi-weekly, continuous based on need)
Staff and Resources	School Counselor
Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504
Academic At-Risk Interventions	
Program Activity or Service	Interventions used to support low achieving students through the creation of academic intervention plans.
Program Objective	Students will show an increase in academic data (i.e. report card grades, test grades, homework completion rates, and classwork completion rates), attendance and a decrease in inappropriate classroom behaviors related to academic tasks.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.8); 7-12 (ii.1, ii.4, ii.4.1-ii.4.4, ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-8, 10; BSS: 1, 3, 6, 8
NYSED CDOS	3a.1-3a.3, 3a.7, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselors, parents, students, teachers, administrators
Assessment	Report cards, teacher, parent, student reports, routing sheets (i.e. daily, weekly), attendance data
Data Showing Need	Report cards, interim reports, teacher/parent/ student reports, attendance data

Team and Department Meetings	
Program Activity or Service	School Counselors meet with teachers to discuss needs of students regarding academically and/or behaviorally at risk students
Program Objective	Students will improve in grades, state assessments scores and decrease in disciplinary referrals.
NYSED Regulation	K-6 (i.1, i.3, i.4, i.5, i.6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.5)
ASCA Standard	MS: 3,5,6; BLS: 6,8,9,10; BSM 1-10, BSS 1-3, 6-9
NYSED CDOS	3a.1, 3a.6, 3a.7
Timeline	Weekly meetings throughout the school year
Staff and Resources	School Counselors, teachers, administrators, nurse, other faculty and staff
Assessment	Report cards, referrals, teacher reports, state assessment results
Data Showing Need	Teacher reports, state assessments , report cards, referrals, progress monitoring

Instructional Support Team/School Based Intervention Team (IST/SBIT)	
Program Activity or Service	A school based intervention process that is designed to meet various needs of at risk students
Program Objective	Students will meet goals set for academic and/or behavioral growth, SRI data, progress notes, disruptive behavior concerns in regards to discipline referrals
NYSED Regulation	K-6 (i.1, i.3-i.6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.5, ii.4.7)
ASCA Standard	MS: 2,3,5,6,; BLS: 1, 3-10; BSMS: 1-10, BSS: 1-3, 6, 7-9
NYSED CDOS	2.1, 3a.1-3a.3, 3a.7, 3a.8
Timeline	As needed
Staff and Resources	SBIT/IST team consisting of school counselor, psychologist, teachers, administration and parents
Assessment	Student grades, lexiles, discipline referrals, review of intervention data as it relates to student goals, teacher/parent/student self-reports
Data Showing Need	Academic decline, lack of academic growth, SRI data, progress notes, disruptive behavior concerns
New Student Orientation and BMS Connect Day	

Program Activity or Service	Programs designed to provide new students and families with information and support to successfully transition to a new school
Program Objective	Students will portray less anxiety and stress, increase in grades, decrease in discipline referrals, increase in student familiarity within the building and peer groups.
NYSED Regulation	K-6 (i.1, i.2, i.6, i.8); 7-12 ii.1, ii.3, ii.4.5, ii.4.6, ii.4.7)
ASCA Standard	MS 1-3, 5-6, BLS: 1-6, 9, 10; BSMS: 1-3, 5, 7-10, BSS: 2-8
NYSED CDOS	3a.2, 3a.3, 3a.4, 3a.7, 3a.8
Timeline	4 th into 5 th grade, 8 th into 9 th grade, when new students enroll in district
Staff and Resources	School Counselor, teachers, administration, other school staff
Assessment	Minute meetings with 5 th graders, counselor check ins with new students, student/teacher/parent reports
Data Showing Need	Parent and student reports, research

Career Planning

Program Activity or Service	The School Counselor will facilitate various career planning activities to assist students in exploring career options like delivering classroom lessons, field trips, and groups.
Program Objective	Students will be exposed to various career opportunities and they will begin to identify careers of interest
NYSED Regulation	K-6 (i.1, i.2); 7-12 (ii.1, ii.2, ii.3, ii.4.6, ii.4.7)
ASCA Standard	MS: 1-2, 4-6; BLS: 1-10; BSMS: 1-3, 5, 8, 10; BSS: 1-3, 5-9
NYSED CDOS	1.1, 2.1, 3a.1-3a.8
Timeline	Ongoing throughout the school year
Staff and Resources	School Counselor, Family and Consumer Science teachers, administration, students and other staff
Assessment	Surveys, student self – report, creation and review of career portfolio
Data Showing Need	Student interest, administration/ parent/ teacher reports

FBA/BIP

Program Activity or Service	Team meetings consisting of counselors, psychologist, teachers, parents, students and key stakeholders to discuss and identify specific target behaviors impacting learning and strategies to improve target behavior.
Program Objective	Student will demonstrate a decrease in target behavior, decrease in referrals, increase in grades, increase in attendance
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 3-4, 6-7, 9; BSMS: 1-7, 8, 9; BSS: 1-9

NYSED CDOS	3a.1, 3a.3, 3a.4, 3a.7, 3a.8
Timeline	As needed
Staff and Resources	School Counselor, teachers, administration, school psychologist, parents and other support staff
Assessment	Discipline referrals, teacher feedback, grades, attendance, tracking sheet data, student report, parent report
Data Showing Need	Discipline referrals, grades, attendance, teacher reports, observations, parent reports
PBIS	
Program Activity or Service	District wide program implemented to provide positive behavioral intervention strategies designed to reach and motivate the entire student/staff/community population.
Program Objective	Demonstrated improvements in positive student behaviors, decrease in discipline referrals, increase in school wide ticket redemption, increase in student involvement in PBIS activities, increase in number of connected students, improved attendance, improved grades, decrease in bullying referrals, increase in building morale
NYSED Regulation	K-6 (i.1, i.2, i.4, i.5, i.6, i.8); 7-12 (ii.1, ii.4.1, ii.4.3, ii.4.4, ii.4.5, ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 4, 6-8, 10; BSMS: 1, 2, 4-7, 9; BSS: 2-7, 9
NYSED CDOS	3a.3, 3a.4, 3a.8
Timeline	Entire school year, ongoing, bi-weekly, HERO meetings, monthly booster meetings
Staff and Resources	All school staff, students, community, parents
Assessment	Student input, discipline referrals, attendance, family involvement in activities, data meetings, observations, teacher feedback, student involvement
Data Showing Need	Discipline referrals, surveys, number of students in STAR, staff observations, discipline data meetings, students in counseling, attendance records
Consultation with Outside Agencies	
Program Activity or Service	School collaboration with community agencies such as; STAR, Mental Health, Probation, CCSI/SPOA, DSS, CPS, Police, GCASA, BEA, CAC, educational advocates, juvenile justice, physicians, BOCES, Youth Bureau, GCC
Program Objective	At risk students will demonstrate increase in attendance, and grades, decrease in referrals, improves social/emotional state, successful completion of program/grade
NYSED Regulation	K-6 (i.1, i.2-i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 3, 4, 6-10; BSMS: 1-10, BSS: 1-9
NYSED CDOS	3a.3, 3a.7, 3a.8
Timeline	Ongoing

Staff and Resources	School Counselors, administrators, support staff, parents, nurse, students community agencies
Assessment	Student, parent and teacher reports, observations, completion of forms (BASC and Vanderbilt Scales), completion of program
Data Showing Need	Discipline referrals, counseling center visits, data meetings, health concerns, attendance, mental health concerns, grades, parent/student reports.
Communicating with Families	
Program Activity or Service	School Counseling department works to provide families with information on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, letters regarding grades and academics, counselor websites, welcome letters, open house participation
Program Objective	Parents/families will demonstrate an increased awareness of school program and relevant information to improve student achievement
NYSED Regulation	K-6 (i.1, i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the school year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connections to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success
504 Coordinator	
Program Activity or Service	Participant in annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 eligibility at SBIT/IST
Program Objective	Students will improve overall functioning in classroom and testing settings, mitigation of physical impairment, increase staff awareness of student need
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.6, 3a.7
Timeline	Weekly, quarterly, annually, as needed
Staff and Resources	School counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning

Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings
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Facilitator of school and grade transitions	
Program Activity or Service	Interactions and planning occurs with school staff and families to promote student transitions from grade level to grade level, and from school to school. Large group activities (presentations, classroom lessons, tours, meetings) with students to prepare them to transition to the next level of education. Different activities are done at each grade level.
Program Objective	Students will experience a continuation of academic and related services across the buildings resulting in positive academic and emotional transitions for the student. Students will demonstrate less anxiety and stress, increase in grades, decrease in discipline referrals, increase in student familiarity with district and peer group.
NYSED Regulation	K-6 (i.1, i.2, i.6); 7-12 (ii.1, ii.3, ii.4.5, ii.4.6, ii.4.7)
ASCA Standard	MS: 2,3,5,6; BLS: 3,4,10; BSM: 1,2,6-8, 10; BSS: 2,3
NYSED CDOS	3a.4, 3a.7, 3a.8
Timeline	As needed throughout the school year
Staff and Resources	School Counselor, teachers, administration, other staff
Assessment	Placement forms, teacher input, student and parent input, discipline referrals, attendance, grades earned, counselor check-in with students
Data Showing Need	Enrollment data, students who are moving in/out of the district, student numbers transitioning from grade to grade and building to building, prior student services in need of continuing. Parent/student reports and research that correlates relationship building to positive transition practices.

Backpack Program	
Program Activity or Service	Food given to students in need prior to each weekend
Program Objective	Students and their families will have food to eat on the weekends when school meals are not available
NYSED Regulation	i.1, i.2, i.8
ASCA Standard	MS 1-3, 6 BSS 3
NYSED CDOS	N/A
Timeline	Weekly during the months of October - June
Staff and Resources	School counselor and teachers
Assessment	Students will demonstrate increased focus in school and decreased worry about having food to eat at home
Data Showing Need	Student, teacher, and parent reports. Staff observations.

Virtual Learning/Counseling	
Program Activity or Service	Provide academic and counseling services and activities in a virtual setting. Prioritizing the most critical academic, career, and social/emotional lessons while continuing to teach the school counseling curriculum as much as possible through district online platforms.
Program Objective	Create a multidisciplinary team to create plans so academic and counseling services can continue in the event of a school closing.
NYSED Regulation	K-6 (i. 1, i.2, i.6); 7-12 (ii.1, ii.3, ii.4, ii.4.6)
ASCA Standard	M-1, M-2, B-SMS-7, B-SMS-9, BMS-10, B-SS-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.4, 3a.5, 3a.6
Timeline	As needed with school closure due to COVID
Staff and Resources	School counselors, teachers, administrators, social worker, school psychologist, school nurse
Assessment	School wide grading system, attendance reports, teacher, parents, and students self reporting virtual needs
Data Showing Need	Social worker community contact list, teacher/counselor contact tracking sheet, parent/student/teacher counselor referral form

Batavia CSD Social Emotional Needs Sub-Committee Recommendations to NYS Reopening Guidance

Batavia Middle School Response

Mandates	BMS Response
<p>Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.</p>	<p>BMS has a building-level comprehensive developmental school counseling program plan that has been developed in conjunction with all school counselors and support staff in the building. This plan is updated at a minimum of once per year and reviewed at the Advisory Council Meetings. New Smart goals are established annually and data is collected and reviewed based on the building level action plans. A link to this plan is https://www.bataviacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=105&dataid=18203&FileName=Updated%20Counseling%20Plan%20Sept%202019.pdf</p>
<p>Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.</p>	<p>BCSD has an advisory council established that meets bi-annually. There are representatives from the Batavia Middle School on this committee. These representatives include School Counselors, Assistant Principals, and middle school teachers.</p>
<p>Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.</p>	<p>BMS will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Community links to these services can be found on the district website under the COVID tab at https://www.bataviacsd.org/domain/625. Batavia Middle School Support staff information can be found on the BMS Counseling webpage at https://www.bataviacsd.org/Page/2549. BMS students and families will have access to their counselors both in person and remotely during the COVID Crisis.</p>
<p>Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for</p>	<p>BMS will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency. Professional Development will be offered</p>

students, faculty, and staff.	BMS will provide supports for developing coping and resilience skills for students, faculty, and staff through pro-social lessons, social-emotional learning activities, restorative practices, school meetings and assemblies either in-person or virtual.
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Considerations	BMS Response
Deepen your understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.	<p>BCSD will provide staff with multiple superintendent conference days to start the year off. The purpose of these days will be to offer staff with necessary professional development opportunities to ensure that they feel comfortable starting the year. They will be informed on various ways to greet their students and handle any crisis situations that may arise, as students will be coming back to the building after so many months. Specifically, BMS teachers and staff will participate in these training opportunities to give them the confidence required to return to the classroom.</p> <p>The SEL team will also create an informative document that highlights key concepts needed to effectively run a classroom, both in person with social distancing and virtually. In addition, the document (or cheat sheet) will outline what it means to be trauma responsive and the definition of restorative practices. This informative document will be sent to and accessible for teachers, parents and students.</p>
Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.	<p>BMS will utilize social media pages including facebook and twitter as a means to communicate the social emotional well - being and learning to members of the school community. BMS will keep Kathie Scott (district public relations liaison) informed so that she can publicize SEL concepts. BMS will work with her to update a SEL spotlight, 3-4 times per year, to serve as consistent updates.</p> <p>BMS will update the building vision with a summary of what SEL is and what our middle school SEL plan is. Additionally, BMS will utilize parent peace circles to give parents a voice and outlet. The SEL team will also record peace circles to send out to community members to inform them of the SEL plan at the middle school. The BMS Website will be updated and consistent with resources accessible. The team will add links to various resources and activities to the website. BMS will use social media to communicate one resource per week to families.</p>

	BMS will create a middle school specific facebook page to target middle school families. Parents will be asked to share what they see on social media to promote awareness.
Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute.	The BMS implementation team will consist of the building principal, two assistant principals, all counselors, the psychologist, PBIS team, interested teachers, parents and students, and outside counselors. Many stakeholders will contribute by sharing the SEL plan with others to promote awareness and support the school in their SEL efforts.
Determine how you will build upon existing strengths as a foundation for growth.	<p>BMS will work to build upon existing strengths in many ways. PBIS will continue to support SEL. The building will continue work consulting with an SEL guru. BMS will continuing it's work participating in restorative practices, update the building vision, and develop orientations specific to social distancing, which include, small groups coming in for building tours, virtual tours in which videos of tours will be sent out. BMS will ensure that these videos are fun and interactive to increase engagement.</p> <p>Furthermore, the SEL team will create videos on how to practice locks and depict what a socially distant day will look like. A large focus of videos will be on the 5th grade transition to BMS. Students will send "Get to know me" videos to teachers.</p>
Examine opportunities to leverage community school strategies to support and sustain the work.	<p>BMS will build a virtual open house model this year. This will allow parents an opportunity to get acquainted with the school year, what it looks like and their child's teachers. Videos will be created or live streamed. Thus, BMS holds bi-annual family nights, with a goal to connect families to schools, as well as outside agencies. Depending on the situation come November, a virtual plan for family night will be put into place to continue the tradition.</p> <p>BMS will keep the community in the loop through A+ District Communicator and the Batavian. The SEL team will develop quarterly spotlights of updates which highlight community and school partnership accomplishments.</p>
Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.	<p>BMS will continue to deliver counseling lessons to all students focusing on SEL.</p> <p>Peace circles will be run by counselors to focus on current feelings. In addition, the SEL team will utilize</p>

	<p>music and art teachers to promote how students are feeling through drawings and songs, for example.</p> <p>Furthermore, the SEL team will implement digital mental health check ins through the use of google forms. These check ins will ensure the following:</p> <ul style="list-style-type: none"> - Counselors will follow up - Daily check in with students and teachers (questionnaire) - Some check ins will be anonymous - Home visits will be conducted to promote face to face connections <p>BMS will facilitate opportunities for teacher to teacher conversations regarding student strengths and weaknesses, to aid in getting to know students, especially ones that are virtual.</p> <p>BMS will send questionnaires to parents regarding their child. A major message to students will be that they can reach out to any adult they may have a relationship with to ease nerves. It is noted that many students may need school supplies this year so this is something the SEL team will address and follow up on helping. Check in - Check out (CICO) is an intervention that will continue to be used to assist in building positive relationships between students and staff. The SEL team at BMS will work with coaches to reach out to students who are missing fall sports to reach out and complete check ins, as this is an area that will affect many students in a negative manner. As previously stated, the district and building will provide teachers with the professional development needed for teachers to carry out SEL concepts in the classroom, as the task does not fall solely on counselors.</p>
Leverage collaborative community partnerships to strengthen your initiatives.	BMS will continue to build local partnerships with MH, STAR, Probation, police department and other local agencies.
Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.	The BMS SEL team will utilize data from attendance, CICO data, MH check ins, surveys, counselor minute meeting data, daily check ins to ensure that all student needs are being met.
The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).	<p>BMS has a school counseling/guidance program which implements the following MTSS interventions:</p> <p>SBIT/ IST</p> <p>PBIS</p> <p>Parent Teacher Conferences - virtual, phone</p> <p>Social distancing small groups</p>
As part of an MTSS framework, SEL, mental health,	BMS will continue counselor push ins, specifically

<p>and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.</p>	<p>teaching SEL related topics. The SEL team will also ensure continuous restorative practices, including monthly Circle Up Days. Opening Day - A portion done virtual this year with a focus on students who may not have access to the internet or who are not coming into school at all in the fall. The goal of opening day is to orient our students to the building and ensure a sense of unity throughout the building.</p>
<p>Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.</p>	<p>The BMS SEL team will develop a screening tool/survey to send out to all students. It will include the following:</p> <ul style="list-style-type: none"> - How did they handle being quarantined? - Any worries about coming back to school? - Anything additional they want to bring up? - Staff can follow up on upon return to school <p>For remote only students, online cohorts and virtual buddies for all students will be established to:</p> <ul style="list-style-type: none"> - Build connections with other students - Someone to talk to in the same situation

Lesson Plan

School Counselor: Grade Level Counselors

Date: Quarter 2

Activity: Setting Goals and Decision Making

Grade: 5th

ASCA Mindsets and Behaviors:

- **Mindsets:**
 - M-1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well being.
 - M-2: Self confidence in ability to succeed.
 - 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 and Learning Strategies:**
 - 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 9: Gather evidence and consider multiple perspectives to make informed decisions.
- **Behavior: Self -Management Skills:**
 - B-SMS 1: Demonstrate ability to assume responsibility
 - B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
 - B-SMS 5: Demonstrate perseverance to achieve long and short term goals.
- **Behavior: Social Skills**
 - B-SS 5: Demonstrate ethical decision making and social responsibility
 - Demonstrate social maturity and behaviors appropriate to the situation and environment.

Learning Objective(s):

- Students will learn how to construct a SMART goal.
- Students will review the basic steps in making a good decision and learn how to do a decision tree analysis.

Materials:

- Smart Board

- SMART GOAL worksheet
- Paper/pen
- Decision making group worksheet/ and questions
- Decision making handout

Procedure:

- Warm up Activity: Take 2 minutes to think about a recent decision you had to make where you were not sure what to do. AND Think about a goal you recently made for yourself.
- Brief discussion about what a goal is and why it is important to set goals.
- Definition and explanation of SMART goals
- Individually- students will create a goal for themselves using the SMART goal model. This will be collected and returned to students at the end of the year.
- Group discussion - about decision making and why it isn't always easy to make a decision.
- Decision Tree Analysis will be explained to the whole group.
- Small groups- working as a group, students will be given a scenario where decisions need to be made. Groups will work together to discuss the scenario and come up with a decision using the 6 steps to decision making.
- Ticket out the door: Students will identify the steps in creating a SMART goal and will be able to briefly explain the 6 steps of decision making.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

Lesson Plan

School Counselor: Grade Level Counselors

Date: Quarter 1

Activity: Bullying & Dignity Act Introduction

Grade: 5th

ASCA Mindsets and Behaviors:

- **Mindsets:**
 - M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being
 - M2: Self-Confidence in ability to succeed
 - M 3: Sense of belonging to the school environment
 - M5: Belief in using abilities to their fullest to achieve high quality results and outcomes
 - M 6: Positive attitude toward work and learning.
- **Behavior: Learning Strategies:**
 - 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 9: Gather evidence and consider multiple perspectives to make informed decisions
 - B-LS 10: Participate in enrichment and extracurricular activities
- **Behavior: Self -Management Skills:**
 - B-SMS 1: Demonstrate ability to assume responsibility
 - B-SMS 2: Demonstrate self discipline and self control
 - B-SMS 6: Demonstrate ability to overcome barriers to learning
 - B-SMS 7: Demonstrate effective coping skills when faced with a problem
 - B-SMS 9: Demonstrate personal safety skills
 - B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- **Behavior: Social Skills:**
 - 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 3: Create relationships with adults that support success
- B-SS 4: Demonstrate empathy
- B-SS 5: Demonstrate ethical decision making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8: Demonstrate advocacy skills and ability to assert self when necessary.
- B-SS9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will be able to define verbal, social and physical bullying and give an example of each. In addition, students will be able to give a kid friendly definition of the Dignity Act and explain how it pertains to them.

Materials:

- Smart Board
- Sticky notes
- Powerpoint Presentation
- Bullying questionnaire

Procedure:

- Warm up Activity: Individually, students will answer the question, “What is bullying?”
- Large group discussion defining bullying as well as identifying physical, verbal and social bullying
- Individually- On sticky note write one response to “What bullies do”
- Individually- On sticky notes write one response to “Where does bullying happen?”
- Partner Discussion- Discuss why some people bully others
- Large group- Share out partner discussion answers
- Large group- Discuss DASA
- Ticket out the Door: students will choose two out of three types of bullying and give an example of each

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

School Counselor: Middle School Counselors

Date: Quarter 2

Activity: Bully/Bystander Cycle

Grade: 5th

ASCA Mindsets and 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

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 10. Participate in enrichment and extracurricular activities

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

1. I can explain the difference between tattling and telling.
2. I can identify the different roles of the bully/bystander cycle.
3. I can give an example of a role that the bully bystander takes in a bullying situation.

Materials:

- Bully/Bystander Cycle
- Bully/Bystander role play
- Ticket out the door - What type of bystander are you? Why?

Procedure:

- Students will understand the lessons learning targets and agenda
- Students will partake in a discussion outlining the difference between tattling and telling. The counselor will explain the difference, using examples.
- Students will understand who a bystander is in a bullying situation and what their roles are.

- Students will be shown the bully/bystander cycle. They will understand the cycle and each role in a bullying situation.
- Students will participate in a bully/bystander role play. They will be able to identify who the various bullies, bystanders and targets are in the role play.
- Students will learn about DASA. The counselor will explain the law and how it can relate to their behaviors. They will be able to identify the 12 classes of bullying.
- Students will complete a ticket out the door asking, "What type of bystander are you, why?"

Plan for Evaluation: How will each of the following be collected?

Process Data:

All 5th grade students (180) during home base time, which is a 40 minute period.

Perception Data:

- Students will participate in valuable discussions differentiating between tattling and telling. They will also partake in discussions comprehending bystander roles.
- Students will participate in a role play highlighting a bully/bystander scenario
- Students will be educated on the law surrounding bullying.
- Students will complete a ticket out the door which focuses on what bystander they think they are after completing the lesson.

Outcome Data:

- 100% of students will understand the difference between tattling and telling.
- 80% of students will be able to identify the various roles of bystanders and choose which bystander they are.
- Incidences of bullying will decrease by 50%

Follow Up:

- Counselors will continually check in with teachers and students to discuss and handle any incidences of bullying that may arise .
- Students will meet with the counselor on an as needed basis to discuss any incidences of bullying.

Lesson Plan

School Counselor: Grade Level Counselors

Date: Quarter 3

Activity: Understanding Diversity, Tolerance and Exclusion

Grade: 5th

ASCA Mindsets and Behaviors:

- **Mindsets:**
 - M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being
 - M2: Self-Confidence in ability to succeed
 - M 3: Sense of belonging to the school environment
 - M5: Belief in using abilities to their fullest to achieve high quality results and outcomes
 - M 6: Positive attitude toward work and learning.
- **Behavior: Learning Strategies:**
 - B-LS 2: Demonstrate creativity
 - 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
- **Behavior: Self -Management Skills:**
 - B-SMS 1: Demonstrate ability to assume responsibility
 - B-SMS 2: Demonstrate self discipline and self control
 - B-SMS 6: Demonstrate ability to overcome barriers to learning
 - 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
- **Behavior: Social Skills:**
 - 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 3: Create relationships with adults that support success
 - B-SS 4: Demonstrate empathy

- B-SS 5: Demonstrate ethical decision making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8: Demonstrate advocacy skills and ability to assert self when necessary.
- B-SS9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will be able to list an important fact or example of; Diversity, Tolerance & Exclusion.

Materials:

- Smart Board
- Powerpoint Presentation
- Link to “Sneeches” movie clip
- Sneeches Among Us worksheet

Procedure:

- Warm up Activity: As a group students will brainstorm words associated with diversity, tolerance and exclusion
- Large group presentation identifying the definitions of diversity, tolerance and exclusion
- Large group- View “Sneeches” movie clip and discuss important points of clip
- Small group- Complete “Sneeches Among Us” worksheet
- Large group- Share out small group answers to worksheet
- Ticket out the Door: students will choose one of the three terms to define and give an example or thought about that particular term

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

Lesson Plan

School Counselor: Grade Level Counselors/Interventions Counselor

Date: Quarter 4

Activity: 6th Grade Orientation

Grade: 5th

ASCA Mindsets and Behaviors:

- **Mindsets:**

- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being
- M2: Self-Confidence in ability to succeed
- M 3: Sense of belonging to the school environment
- M5: Belief in using abilities to their fullest to achieve high quality results and outcomes
- M 6: Positive attitude toward work and learning.

- **Behavior: Learning Strategies:**

- 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 10: Participate in enrichment and extracurricular activities

- **Behavior: Self -Management Skills:**

- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 8: Demonstrate the ability to balance school, home and community activities
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

- **Behavior: Social Skills:**

- 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 3: Create relationships with adults that support success

- B-SS 5: Demonstrate ethical decision making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS8: Demonstrate advocacy skills and ability to assert self when necessary.

Learning Objective(s):

- Students will be able to identify 5 facts about being a 6th Grader.

Materials:

- Smart Board
- Powerpoint Presentation
- 6th Grade students

Procedure:

- Warm up Activity: As a group students will brainstorm what they know about 6th Grade
- Large group presentation identifying the facets of transitioning to 6th Grade
- Large group- 6th Grade students offer strategies to be successful
- Large group- Student ask questions not covered in powerpoint
- Ticket out the Door: students will identify 3 facts about 6th Grade

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

Lesson Plan

School Counselor: Middle School 6th Grade Counselor

Date: Quarter 3

Activity: Being Kind to Others, Bullying and the Dignity Act

Grade: 6th

ASCA Mindsets and Behaviors:

Mindsets:

- M 1. Belief in the 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 school environment

Behavior and Learning Strategies:

- B LS 1. Demonstrate critical thinking skills to make informed decisions

Behavior: Self -Management Skills:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision making and social responsibility
- B-SS 6. Using effective collaboration and cooperation skills

Learning Objective(s):

- Students can define direct and indirect bullying and provide an example of each.
- Students can recognize and understand NYS Dignity for All Students Act and give 1 example of how it protects students.
- Students can identify ways that they can show kindness to themselves and others based on the video.

Materials:

- Warm-Up sheet: Provide a definition for bullying and an example of direct and indirect bullying?
- Student Copies of NYS Dignity Act
- Computer and Smart Board
- Writing Utensils
- Exit Ticket

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.
- Students will complete warm up within the first 2 minutes of class. Definition of direct and indirect bullying will be discussed and examples shared.
- NYS Dignity Act handout will be reviewed with the class. Volunteers from the class will read sections of the law out loud. We will discuss how law applies to school.
- Students will watch a video by Nick Vujicic-Love Without Limits: about a man born without arms and legs that was bullied and picked on in school.
- Students will discuss the message of the video and make connections between what they learned about the Dignity Act and bullying and what they saw in the video in small groups.
- Discussion questions will be talked about and students will be asked to volunteer answers.
- An exit ticket will be given to each student asking them to identify at least the difference between direct and indirect bullying and how the dignity act protects students in school. They will also identify a way to be kind to others in school.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- 165 6th grade students, during core class (social Studies), over 40 minute class period

Perception Data: Informal Assessment

- Students will complete a warm up activity.
- Students will discuss in small groups how direct and indirect bullying apply to the Dignity Act and the video we watched.
- Students will answer discussion questions verbally in class and volunteer answers.

Outcome Data: Informal Assessment

- 100% of students will be able to identify what direct and indirect bullying are.
- 100% of students will be able to identify the NYS Dignity Act and provide a gist for what it means.
- Incidences of bullying will be reduced by 50%. (determined by the amount of counseling referrals sent to the counselor regarding bullying).
- Direct Observation of students being kind to others (i.e. helping a student pick up papers they dropped, holding the door for someone, using kind words, etc.).

Follow Up: Formal Assessment

- Individual meetings with students regarding bullying situations.
- Counselor will check in with teachers and students regarding examples of kindness being shown to others on a regular basis.

Lesson Plan

School Counselor: Middle School Counselors

Date: Quarter 1

Activity: Goal Setting with SMART Goals

Grade: 6th

ASCA Mindsets and Behaviors:

- **Mindsets:**

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 6. Positive attitude toward work and learning

- **Behavior and Learning Strategies:**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

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

- **Behavior: Self -Management Skills:**

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 3. Demonstrate ability to work independently

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 8. Demonstrate the ability to balance school, home and community activities

- **Behavior: Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-SS 3. Create relationships with adults that support success

B-SS 5. Demonstrate ethical decision-making and social responsibility

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

Learning Objective(s):**Materials:**

- Powerpoint
- Goal Setting Prompts
- SMART Goal Road Map
- Pen/pencil

Procedure:

- The counselor will discuss the learning target with the students - Students will be able to identify the necessary steps to take in order to achieve their goals.
- The counselor will go over the Powerpoint of information discussing goal setting, keys to achieving goals and SMART goals.
- Students will watch two relevant videos
- Students will choose a goal setting prompt from a jar. They will each have an opportunity to go finish their prompt stating a long term goal with the class
- Students will fill out the SMART Goal Road Map to identify a short term goal
- The counselor will review the main concepts of the lesson and ask for any questions

Plan for Evaluation: How will each of the following be collected?

Process Data: 180 6th grade students, during a core class (i.e. ELA), over a 40 minute class period

Perception Data:

- Students will participate whole class discussions
- Students will set goals in their lives in a reflective manner
- Students will understand the importance of setting attainable goals in their lives

Outcome Data:

- 100% of students will be able to identify an area of need to set a short term goal
- 100% of students will create a SMART goal
- 100 % of students will set an effective short term goal
- 100% of students will be able to identify the difference between long term and short term goals

Follow Up:

- Counselor will work closely with 6th grade teachers to monitor goal setting progress
- Students will have individual opportunities to check in on progress of short terms goals throughout the year

Lesson Plan

School Counselor: Middle School Counselors

Date: Quarter 3

Activity: Respect Peace Circle

Grade: 6th

ASCA Mindsets and Behaviors:

- **Mindsets:**

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 6. Positive attitude toward work and learning

- **Behavior and Learning Strategies:**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 4. Apply self-motivation and self-direction to learning

B-LS 6. Set high standards of quality

B-LS 10. Participate in enrichment and extracurricular activities

- **Behavior: Self -Management Skills:**

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

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

- **Behavior: Social Skills**

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 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

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

Learning Objective(s):

Materials:

- Chairs formed in a circle for all members
- Talking piece
- Center objects - carpet, guidelines, inspiring quotes
- Where the Big Wind Blows Sample papers

Procedure:

- Students will be welcomed into the circle by the facilitator (counselor)
- The facilitator will go over guidelines needed for the circle to run smoothly
 - Respect the talking piece (only the person holding this should speak)
 - Listen with empathy
 - Keep Confidentiality (what is said in circle stays in circle)
 - Stay in the circle once you're in it
- The facilitator will open the circle by conducting an ice breaker called, *Where the Big Wind Blows*, in which students will have an opportunity to state something that is true about them. If it is true for other students, they will switch seats. The purpose of this is to help students to get to know each other on another level.
- The first round of the circle is next. The facilitator will read the quote, "Show respect even to people who don't deserve it, not as a reflection of their character, but as a reflection of yours" -Dave Willis What does this quote mean to you? Students will go around with the talking piece and share their ideas. The facilitator will summarize ideas then conduct a connecting round, in which students will connect their thoughts and ideas to their peers.
- The facilitator will then compete in a second round. The prompt is, "Put downs make me feel.." Students will finish this sentence as they go around the circle with the talking piece. The facilitator will summarize ideas then conduct a connecting round, in which students will connect their thoughts and ideas to their peers.
- The facilitator will conduct the rainmaker activity. The rainmaker activity creates a calming environment, The facilitator will start by making a noise (stomping, patting legs, clapping, snapping, etc.). The students will go around the circle making that noise. The facilitator will then start a new noise as it gets back to them. This pattern will occur 5-6 times depending on time.
- To close the circle, students will go around with the talking piece and say one word to describe their respect peace circle experience.

Plan for Evaluation: How will each of the following be collected?

Process Data: 180 6th grade students, during a core class (i.e. ELA), over a 40 minute class period

Perception Data:

- Students will participate in an engaging peace circle experience
- Students will learn and grow from their peers
- Students will understand respect and empathy

Outcome Data:

- 100% of students will be able to identify the meaning of the respect quote
- 100% of students will understand how put downs make them feel
- 100 % of students will get to know their peers on a higher level

Follow Up:

- Counselor will work closely with 7th grade teachers to monitor student respect
- Students will have individual opportunities to discuss various situations concerning respect with the counselor

Lesson Plan

School Counselor: Middle School Counselors

Date: Quarter 4

Activity: Transitioning to 7th grade

Grade: 6th

ASCA Mindsets and Behaviors:

- **Mindsets:**

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

M 6. Positive attitude toward work and learning

- **Behavior and Learning Strategies:**

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 4. Apply self-motivation and self-direction to learning

B-LS 6. Set high standards of quality

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

- **Behavior: Self -Management Skills:**

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

- **Behavior: Social Skills**

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 3. Create relationships with adults that support success

B-SS 6. Use effective collaboration and cooperation skills

Learning Objective(s):

- Students will understand the differences and changes between 6th grade and 7th grade

- Students will create long term goals for themselves in 7th grade

Materials:

- Smart Board
- Power Point
- 7th grade letter
- Pen

Procedure:

- Students will begin the lesson by writing down any questions they may have about 7th grade
- Students will have an opportunity to share their favorite memories of 6th grade
- The counselor will instruct students on the following 7th grade topics
 - Courses taken in 7th grade
 - Core Area Teachers and teams
 - Special Area Teachers
 - 7th grade counselors
 - 7th grade administrators
 - 7th grade changes
 - Final Exams
- Students will then write a letter to themselves. They will receive the letter later in middle school and have an opportunity to see how they have grown in all areas.
- Students will then be able to ask the questions they wrote down at the beginning of the lesson.

Plan for Evaluation: How will each of the following be collected?

Process Data: 180 6th grade students, during a core class (i.e. ELA), over a 40 minute class period

Perception Data:

- Students will complete a warm up activity, which will help them focus on the learning target of the lesson
- Students will be actively engaged in 7th grade information
- Students will write a letter to themselves
- Students will ask appropriate questions to aid in preparation for 7th grade

Outcome Data:

- 100% of students will be able to identify the differences and changes between 6th grade and 7th grade

- 100 % of students will feel more confident in entering 7th grade

Follow Up: Formal Assessment

- Counselor will work closely with 7th grade teachers to ensure a smooth transition of all students
- Students will have individual opportunities to ask the counselor questions to assist in each student's transition

Lesson Plan

School Counselor: Middle School 6th Grade Counselor

Date: Quarter 2

Activity: Conflict Management Strategies & Role Plays

Grade: 6th

ASCA Mindsets and Behaviors:

M 1. Belief in the 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

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

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

B-SS 2. Create positive and supportive relationships with other students

B-SS 4 Demonstrate empathy

B-SS 6 Use effective collaboration and cooperation skills

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

Learning Objective(s):

- Students can identify what conflict is.
- Students can identify at least 2 effective ways of dealing with conflict.
- Students can apply conflict resolution skills through the use of role plays.

Materials:

- Warm Up sheet: What is conflict and give an example?
- Conflict Management Strategies Handout
- Role Play Scenarios
- Exit Ticket

- Writing utensils
- Computer and smart board

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.
- Students will complete warm up within the first 2 minutes of class. Definition of conflict will be discussed and examples shared.
- Conflict Management Strategies handout will be reviewed with the class. Volunteers from the class will read the strategies out loud.
- Students will be assigned to 1 of 10 different groups. Each group will be given a strategy and will be tasked with creating a role play situation that they can perform in front of the class to demonstrate the assigned conflict management strategy.
- Depending on time, we will discuss some situations and have students give their opinion of what conflict resolution strategy they would use in that situation.
- Discussion questions will be talked about and students will be asked to volunteer answers.
- An exit ticket will be given to each student asking them to identify at least 2 conflict resolution strategies.

Plan for Evaluation: How will each of the following be collected?

Process Data:

- 175 6th grade students, during a core class (i.e. ELA), over a 40 minute class period

Perception Data:

- Students will complete a warm up activity.
- Students will work as a group to put an assigned conflict resolution strategy into practice. Students will perform role-play in front of the class.
- Students will answer discussion questions in a whole class setting.

Outcome Data:

- 100% of students will be able to identify what conflict is and give 2 strategies for resolving conflict.
- 100 % of students will work with classmates to create a situation and utilize a conflict resolution strategy.
- Incidences of conflict will be reduced by 50%. (determined by the amount of counseling referrals sent to the counselor regarding conflict.

- Direct Observation of students utilizing conflict strategies.

Follow Up:

- Counselor will check in with teachers and students regarding how students are handling conflict in the classroom setting.
- Individual meetings with students will occur if conflict cannot be resolved on their own. During this time the counselor will re-teach and assist students in using conflict resolution strategies.

Lesson Plan:

School Counselor: 7th Grade Counselor

Date: Quarter 1

Activity: Connecting with Others, Acceptance, Accomplishments, and Perseverance

Grade: 7th

ASCA Mindsets and Behaviors:

Mindsets:

- M 1. Belief in the 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 school environment
- M 6. Positive attitude toward work and learning

Behavior and Learning Strategies:

- B-LS 1. Demonstrate critical thinking skills to make informed decisions
- 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

Behavior: Self-Management Skills:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 5. Demonstrate perseverance to achieve long and short term goals
- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills

- B-SS 2. Create positive and supportive relationships with other students
- B-SS4. Demonstrate empathy
- B-SS 5. Use effective collaboration and cooperation skills
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
-

Learning Objective(s):

- Students can provide a definition for perseverance and acceptance.
- Students can provide a definition of accomplishment and identify 2 accomplishments in their lives.
- Students can identify 2 things they have in common with another student in the class.
- Students can come up with a reason why we need to show acceptance to others.

Materials:

- Warm-Up sheet: Definition of perseverance and accomplishment?

- Rainstorm Activity
- Computer and Smart Board
- Writing Utensils
- Exit Ticket

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.
- Students will complete warm up within the first 2 minutes of class. Definition of perseverance, accomplishment and acceptance will be discussed and examples shared.
- Students will watch a video clip from Pursuit of Happiness.
- Students will discuss the message of the video and make connections between what they learned about perseverance and what they saw in the video in small groups.
- Students will listen to the song “Try” by Pink.
- Students will discuss the message of the song and make connections to how it applies to perseverance and accomplishments.
- Students will complete the cross the line activity. Students will identify ways they are similar to other students.
- Discussion questions will be talked about and students will be asked to volunteer answers.
- Rainstorm activity. Students will sit in a circle and create a rainstorm together by working together. Discuss how they were able to accomplish this.
- An exit ticket will be given to each student asking them to identify 2 things they have in common with another student that they did not know. Students will identify one way they can show acceptance towards a student different from themselves. Students can give 2 examples of perseverance.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- 165 7th grade students, during core class (Science class), over 40 minute class period

Perception Data: Informal Assessment

- Students will complete a warm up activity.
- Students will discuss in small groups how perseverance ties into accomplishments. Students will discuss what acceptance and how we can show acceptance to others.
- Students will answer discussion questions verbally in class and volunteer answers.
- Students will accomplish creating a rainstorm together.

Outcome Data: Informal Assessment

- 100% of students will be able to identify what the words perseverance, accomplishment, and acceptance mean and provide examples of each.
- 100% of students will be able to identify something they have in common with a peer in the classroom.
- Incidences of bullying will be reduced by 50%. (determined by the amount of counseling referrals sent to the counselor regarding bullying).
- Direct Observation of students being kind to others and showing acceptance.

Follow Up: Formal Assessment

- Individual meetings with students regarding acceptance and perseverance
- Counselor will check in with teachers and students regarding examples of student accomplishments.
Recognition of student accomplishments.

Lesson Plan

School Counselor: Middle School 7th Grade Counselor

Date: Quarter 2

Activity: Conflict Management Strategies & Role Plays

Grade: 7th

ASCA Mindsets and Behaviors:

M 1. Belief in the 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

B-SMS 1: Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

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

B-SS 2. Create positive and supportive relationships with other students

B-SS 4 Demonstrate empathy

B-SS 6 Use effective collaboration and cooperation skills

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

Learning Objective(s):

- Students can identify what conflict is.
- Students can identify at least 2 effective ways of dealing with conflict.
- Students can apply conflict resolution skills through the use of role plays.

Materials:

- Warm Up sheet: What is conflict and give an example?
- Conflict Management Strategies Handout
- Role Play Scenarios
- Exit Ticket
- Writing utensils

- Computer and smart board

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.
- Students will complete warm up within the first 2 minutes of class. Definition of conflict will be discussed and examples shared.
- Conflict Management Strategies handout will be reviewed with the class. Volunteers from the class will read the strategies out loud.
- Students will be assigned to 1 of 10 different groups. Each group will be given a strategy and will be tasked with creating a role play situation that they can perform in front of the class to demonstrate the assigned conflict management strategy.
- Depending on time, we will discuss some situations and have students give their opinion of what conflict resolution strategy they would use in that situation.
- Discussion questions will be talked about and students will be asked to volunteer answers.
- An exit ticket will be given to each student asking them to identify at least 2 conflict resolution strategies.

Plan for Evaluation: How will each of the following be collected?

Process Data:

- 175 7th grade students, during a core class (i.e. ELA), over a 40 minute class period

Perception Data:

- Students will complete a warm up activity.
- Students will work as a group to put an assigned conflict resolution strategy into practice. Students will perform role-play in front of the class.
- Students will answer discussion questions in a whole class setting.

Outcome Data:

- 100% of students will be able to identify what conflict is and give 2 strategies for resolving conflict.
- 100 % of students will work with classmates to create a situation and utilize a conflict resolution strategy.
- Incidences of conflict will be reduced by 50%. (determined by the amount of counseling referrals sent to the counselor regarding conflict.

- Direct Observation of students utilizing conflict strategies.

Follow Up:

- Counselor will check in with teachers and students regarding how students are handling conflict in the classroom setting.
- Individual meetings with students will occur if conflict cannot be resolved on their own. During this time the counselor will re-teach and assist students in using conflict resolution strategies.

Lesson Plan

School Counselor: Middle School 7th Grade Counselor

Date: Quarter 3

Activity: Being Kind to Others, Bullying and the Dignity Act

Grade: 7th

ASCA Mindsets and Behaviors:

Mindsets:

- M 1. Belief in the 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 school environment

Behavior and Learning Strategies:

- B LS 1. Demonstrate critical thinking skills to make informed decisions

Behavior: Self-Management Skills:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 2. Demonstrate self-discipline and self-control
- B-SMS 7. Demonstrate effective coping skills when faced with a problem

Behavior: Social Skills

- B-SS 2. Create positive and supportive relationships with other students
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision making and social responsibility
- B-SS 6. Using effective collaboration and cooperation skills

Learning Objective(s):

- Students can define direct and indirect bullying and provide an example of each.
- Students can recognize and understand NYS Dignity for All Students Act and give 1 example of how it protects students.
- Students can identify ways that they can show kindness to themselves and others based on the video.

Materials:

- Warm-Up sheet: Provide a definition for bullying and an example of direct and indirect bullying?
- Student Copies of NYS Dignity Act

- Computer and Smart Board
- Writing Utensils
- Exit Ticket

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.
- Students will complete warm up within the first 2 minutes of class. Definition of direct and indirect bullying will be discussed and examples shared.
- NYS Dignity Act handout will be reviewed with the class. Volunteers from the class will read sections of the law out loud. We will discuss how law applies to school.
- Students will watch a video by Nick Vujicic-Love Without Limits: about a man born without arms and legs that was bullied and picked on in school.
- Students will discuss the message of the video and make connections between what they learned about the Dignity Act and bullying and what they saw in the video in small groups.
- Discussion questions will be talked about and students will be asked to volunteer answers.
- An exit ticket will be given to each student asking them to identify at least the difference between direct and indirect bullying and how the dignity act protects students in school. They will also identify a way to be kind to others in school.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- 165 7th grade students, during core class (social Studies), over 40 minute class period

Perception Data: Informal Assessment

- Students will complete a warm up activity.
- Students will discuss in small groups how direct and indirect bullying apply to the Dignity Act and the video we watched.
- Students will answer discussion questions verbally in class and volunteer answers.

Outcome Data: Informal Assessment

- 100% of students will be able to identify what direct and indirect bullying are.
- 100% of students will be able to identify the NYS Dignity Act and provide a gist for what it means.
- Incidences of bullying will be reduced by 50%. (determined by the amount of counseling referrals sent to the counselor regarding bullying).
- Direct Observation of students being kind to others (i.e. helping a student pick up papers they dropped, holding the door for someone, using kind words, etc.).

Follow Up: Formal Assessment

- Individual meetings with students regarding bullying situations.
- Counselor will check in with teachers and students regarding examples of kindness being shown to others on a regular basis.

Lesson Plan

School Counselor: Middle School 7th Grade Counselor

Date: 4th Quarter

Activity: Transition to 8th Grade Transition

Grade: 7th

ASCA Mindsets and Behaviors:

Mindsets:

- 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

Behavior and Learning Strategies:

- 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

Behavior: Self-Management Skills:

- B-SMS 1. Demonstrate ability to assume responsibility
- B-SMS 5. Demonstrate perseverance to achieve long and short term goals
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS 2. Create positive and supportive relationship with other students
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Learning Objective(s):

- Students will identify ways that 8th grade will be different from 7th grade.
- Students can create a long term goal they want to accomplish in 8th grade.

Materials:

- Warm-Up sheet: Best Memory of 7th grade
- Computer and Smart Board
- Writing Utensils
- SMART Goal sheet
- Looking Ahead to 8th Grade Letter

Procedure:

- Learning Targets will be posted and reviewed. Agenda will be displayed.

- Students will complete warm up within the first 2 minutes of class. Students will identify the best memory from 7th grade year. Students will share information with the class.
- Students will learn about secondary education.
- Students will learn about 8th grade class options and staff.
- Students will learn about 8th grade changes.
- Students will review information on the importance of final exams and how they are calculated into final average.
- Smart goals will be reviewed with students.
- Students will create a SMART goal for next year and will write themselves a letter with what they would like to accomplish in 8th grade.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

- 165 7th grade students, during core class (Math class), over 40 minute class period

Perception Data: Informal Assessment

- Students will complete a warm up activity.
- Students will discuss with whole class best memories of 7th grade and 7th grade accomplishments.
- Students will create a SMART goal for 8th grade.
- Students will complete looking ahead to 8th grade activity.

Outcome Data: Informal Assessment

- 100% of students will be able to identify what secondary education is.
- 100% of students will create a smart goal for 8th grade.
- 100% of students will be able to explain how final exams tie into their overall average.
- 100% of students will complete 8th grade letters.

Follow Up: Formal Assessment

- Final Exam Scores
- Achieving a SMART goal in 8th grade.

Lesson Plan: Sexual Harassment and Bullying

School Counselor: Grade Level Counselors

Date: Quarter 1

Activity: Sexual Harassment and Bullying

Grade: 8th

ASCA Mindsets and Behaviors:

- **Mindsets:**
 - M 3: Sense of belonging to the school environment
 - M 6: Positive attitude toward work and learning.
- **Behavior: Self-Management Skills:**
 - B-SMS 1: Demonstrate ability to assume responsibility
 - B-SMS 9: Demonstrate personal safety skills
- **Behavior: Social Skills:**
 - 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 5: Demonstrate ethical decision making and social responsibility
 - B-SS8: Demonstrate advocacy skills and ability to assert self when necessary.

Learning Objective(s):

- Students will be able to identify what sexual harassment and bullying is and will also understand the Dignity Act.

Materials:

- Smart Board

Procedure:

- Warm up Activity: As a group students will review the Middle School Mindset
- Large group discussion on the definition of sexual harassment and tips for recognizing it when it happens.
- Large group- students will answer questions by raising hands and identify the type of harassment given in scenarios.
- Students will discuss in small groups actions they can take if they feel they are being sexually harassed or if they feel another person is being harassed.
- Students will learn about dignity and what it means.

- Ticket out the Door: students will identify the 3 types of harassment (verbal, visual or physical) and they will be able to give a brief description of the dignity act.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

Lesson Plan: Decision Making

School Counselor: Grade Level Counselors

Date: Quarter 2

Activity: Setting Goals and Decision Making

Grade: 8th

ASCA Mindsets and Behaviors:

- **Mindsets:**
 - M-1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well being.
 - M-2: Self confidence in ability to succeed.
 - 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 and Learning Strategies:**
 - 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 9: Gather evidence and consider multiple perspectives to make informed decisions.
- **Behavior: Self -Management Skills:**
 - B-SMS 1: Demonstrate ability to assume responsibility
 - B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
 - B-SMS 5: Demonstrate perseverance to achieve long and short term goals.
- **Behavior: Social Skills**
 - B-SS 5: Demonstrate ethical decision making and social responsibility
 - Demonstrate social maturity and behaviors appropriate to the situation and environment.

Learning Objective(s):

- Students will learn how to construct a SMART goal.
- Students will review the basic steps in making a good decision and learn how to do a decision tree analysis.

Materials:

- Smart Board
- SMART GOAL worksheet

- Paper/pen
- Decision making group worksheet/ and questions
- Decision making handout

Procedure:

- Warm up Activity: Take 2 minutes to think about a recent decision you had to make where you were not sure what to do. AND Think about a goal you recently made for yourself.
- Brief discussion about what a goal is and why it is important to set goals.
- Definition and explanation of SMART goals
- Individually- students will create a goal for themselves using the SMART goal model. This will be collected and returned to students at the end of the year.
- Group discussion - about decision making and why it isn't always easy to make a decision.
- Decision Tree Analysis will be explained to the whole group.
- Small groups- working as a group, students will be given a scenario where decisions need to be made. Groups will work together to discuss the scenario and come up with a decision using the 6 steps to decision making.
- Ticket out the door: Students will identify the steps in creating a SMART goal and will be able to briefly explain the 6 steps of decision making.

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

Lesson Plan

School Counselor: Middle School 8th Grade Counselor

Date: Quarter 3

Activity: Middle to High School Transition

Grade: 8th

ASCA Mindsets and Behaviors:

- M 1: Belief in development of the 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 lifelong 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-LS 3: Use time management, organizational and study skills
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will understand graduation requirements
- Students will understand Freshman year scheduling and begin course selection

Materials:

- "Am I Ready for High School?" Document
- Freshman Schedule Planning/Course Selection Sheet

Procedure:

- Students will be asked what they remember from the High School Counselor's presentation.
 - We will discuss questions they have about high school from the presentation
 - We will review information regarding required classes and credits needed for graduation.
 - We will discuss options students have for certain classes
 - We will discuss different types of regents diplomas they can work towards
- Students will then be asked to work with a partner and fill out google form requesting classes for Freshman Year.
 - Paper copy of Freshman course selection will be done and students will be asked to return it with their parent signature.
- Students will then be asked to talk with their partners about post-secondary plans
 - Students will share out some of their plans for life after High **School**

Plan for Evaluation: How will each of the following be collected?

Process Data:

- 180 8th grade students during core area class, over 40 minute class period

Perception Data:

- Students will discuss what they remember from the High School presentation
- Students will discuss their future and start planning for High School

Outcome Data:

- 100% of students will understand graduation requirements
- 100% of students will submit Freshman Scheduling planner and select courses for Freshman year

Follow Up:

- Counselor will be meeting with each 8th grader individually to discuss course selections
- Counselor will meet with each student individually about post-secondary planning

Lesson Plan: Exploring post secondary options

School Counselor: Grade Level Counselors

Date: Quarter 4

Activity: Exploring post secondary options

Grade: 8th

ASCA Mindsets and Behaviors:

- **Mindsets:**

- M 4: Understanding that postsecondary education and lifelong 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 and Learning Strategies:**

- 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.

- **Behavior: Self -Management Skills:**

- B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5: Demonstrate perseverance to achieve long and short term goals.
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Learning Objective(s):

- Students will review and expand their knowledge of post-secondary options.

Materials:

- Smart Board
- Information sheets on different post secondary options
- Paper/pen

Procedure:

- Warm up Activity: As a group students will discuss what they think post secondary options are.
- Brief discussion on different types of post secondary options
- Group discussion - students will break into small groups. Each group will be assigned a “type” of postsecondary option (ex: College, Military, Trade School). Students will explore the option they were given and will discuss pros and cons. Students will then share out with the whole group on what they learned about the assigned post-secondary option.
- Whole group discussion- will discuss what we are learning, questions we may still have.
- Ticket out the Door: students will identify 2 new things they learned about their options after high school. These will be collected

Plan for Evaluation: How will each of the following be collected?

Process Data: Informal Assessment

Perception Data: Informal Assessment

Outcome Data: Informal Assessment

Follow Up: Formal Assessment

MIDDLE SCHOOL COUNSELOR CALENDAR

Ongoing responsibilities

TASK	Responsible
Schedule parent-teacher meetings to discuss academic, social, and emotional issues and interventions	Counselors
Adjust schedules	Counselors
Meet with all students mandated for counseling by IEP	Student Assistance Counselor
Track student progress, update IEP goals and progress	Student Assistance Counselor
Attend CSE meetings for all students with IEPs or 504s	Counselors
Attend Superintendent Hearings for students facing suspension	Counselors
Collect IST referrals, run IST meetings	Counselors
Meet with MH to discuss open cases	Counselors
Meet with team to discuss student concerns/issues	Counselors
Input notes into infinite campus	Counselors
Meet with probation to discuss open cases	Counselors
Meet with CPS for students interviews	Counselors
Crisis Counseling	Counselors
Push in 4x a year for classroom lessons	Counselors
Input Bullying referrals and meet with offenders	Counselors
Arrange tours and set up schedules for new students to district	Counselors
Complete Social History and/or Social History Updates prior to CSE meetings	Counselors
SBIT participation- take notes and send out minutes	Counselors
504 Coordinator-ensure all staff working with students have documents, make new referrals as needed, request meetings to discuss concerns.	Counselors
Attend SPOA/CCSI meetings- and/or make referrals when appropriate	Counselors
Data Meetings with administration to discuss issues/concerns	Counselors
Meet with new students- give tours, complete paperwork, make schedules etc.	Counselors
Update counseling website	Counselors
Schedule groups	Counselors
Attend field trips as needed	Counselors
Quarterly counseling newsletters	Counselors
Participate in school wide activities including PBIS, HERO Mtgs	Counselors
Failure and at-risk letters	Counselors
Meet with students to discuss academic, social/emotional concerns	Counselors
Middle Men meetings	Interventions Counselor
GROWTH Group meetings	Counselors
Home visits	Counselors
Manage behavior plans	Counselors
Monitor DASA referrals	Counselors
Backpack program	Designated Counselor
Bulletin Boards/College and Career	Counselors
Coordinate with Liberty Partnership Program	Counselors

AUGUST

TASK	Responsible
Look at a schedules and make sure there are not any issues with separations or with IEP/504 compliance	Counselors
Attend Mentor Training Day	Counselors
Meet with new students and show them around the building	Counselors
Review grades from Summer School and Team Literacy- input grades from summer school into system	Counselors
New Student Orientation for incoming students in grades 6-8	Counselors
New Student Orientation for incoming 5 th graders	Counselors
Request school records for any new incoming students	Counselors
Collaborate with treatment providers and parents as needed	Counselors
Review any students who went through SBIT and determine if they need to have a meeting in upcoming weeks	Counselors
Identify any students in need of extra AIS supports	Counselors
Review class lists	Counselors
6 th grade field trip information sent home	Interventions Counselor
Create 504 folders for teachers	Counselors

SEPTEMBER

TASK	Responsible
Attend Connect Day for 5 th grade students	Counselors
Distribute 504 plans to all teachers. Set up a schedule for any 504 mandated counseling. Have teachers sign off on 504 sheets	Counselors
Schedule classroom lessons to review rules/expectations	Counselors
Schedule any mandated groups	Counselors
Meet with teachers regarding student behaviors, grades, etc.	Counselors
Coordinate 6 th grade field trip	Interventions Counselor
Handle scheduling issues	Counselors

OCTOBER

TASK	Responsible
Attend Open House	Counselors
Review Interim Reports or send home at-risk letters	Counselors
Schedule 8 th grade field trip to BOCES	8 th grade counselor
Start gathering information for PTC day	Counselors
Bullying Awareness Day preparation	Counselors
Red Ribbon Week	Student Assistance Counselor

NOVEMBER

TASK	Responsible
Schedule parent/teacher conferences	Counselors
Review report cards	Counselors
504 check-in with teachers	Counselors
Send home failure reports	Counselors
Food Drive	Interventions Counselor

DECEMBER

TASK	Responsible
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Review interim reports or send home at-risk letters	Counselors
Toy Drive	Interventions Counselor
Holiday collection for BMS students	Counselors

JANUARY

TASK	Responsible
Review report cards	Counselors
Send home failure reports	Counselors
Make arrangements for 8 th grade trip to BOCES	8 th grade counselor
Schedule time for HS counselors to give presentation to 8 th grade on HS requirements	8 th Grade Counselor
504 Check-ins	Counselors
9 th Grade Scheduling	8 th grade counselor
Start grade level annual reviews with students	Counselors

FEBRUARY

TASK	Responsible
Review interim reports or send home at-risk letters	Counselors
WNY Tech Academy presentation with students	8 th grade counselor
Upward Bound recruiting	8 th grade Counselor

MARCH

TASK	Responsible
Review report cards	Counselors
Send home Failure reports	Counselors
504 Check-ins	Counselors

APRIL

TASK	Responsible
Start making arrangements for BOCES for 8 th grade dance	8 th grade counselor
Team Literacy	Counselors

MAY

TASK	Responsible
Attend Annual Reviews	Counselors
Attend 504 meetings	Counselors
Review interim reports or send home failure reports	Counselors
Send home information for TEAM Literacy	Counselors
Gather shirt sizes for 4 th and 8 th grade students for connect day and link crew day	8 th grade counselor and Knapp
Work on awards/recommendations for awards for grades 5-7	5-7 th grade counselors
Start working on Moving Up Day	8 th grade counselor
Make arrangements for girls to visit BOCES for 8 th grade dance	8 th grade counselor
Attend 8 th grade dance	8 th grade counselor
Review 504 plans and make recommendations for next year	Counselors
5 th grade parent orientation night	Counselors
Meet with 5 th grade students to start working on transition to 6 th grade	Counselors
Field Day	Interventions Counselor

JUNE

TASK	Responsible
Prepare for Moving Up Day	8 th grade counselor
Prepare for Awards assemblies	5-7 grade Counselors
Make final arrangements for Team Literacy	5-8 Counselors
Review failure list and enroll students in Summer school	7-8 grade counselors
Meet with 4 th grade team about upcoming students	Counselors
Contact parents about students who will be receiving an award	Counselors
Review report cards	Counselors
Attend Moving Up Day	8 th grade counselor
Attend 504 meetings	Counselors
Counselor who will be responsible for incoming 6 th grade should meet with all 5 th grade students to introduce self and show kids around the building and the 6 th grade wing	8 th grade counselor
Check schedules to ensure those enrolled in ACE/STEM are in proper placements in 8 th and 9 th grade	7 th and 8 th grade counselors
Attend and run 5-7 th grade awards ceremony	Counselors

JULY

TASK	Responsible
Curriculum work/planning	Counselors
Meet with HS counselors about 8 th grade students moving up	8 th grade counselor
Document all Bullying Reports into IC	Counselors
Work on scheduling and any issues with kids that need to be separated	Counselors
Meet with elementary counselor to discuss any high risk students moving up to 5 th grade	Counselors
Plan for PBIS meetings	Counselors/PBIS Team
Meet/Call parents to review student concerns prior to start of school year	Counselors
Work on schedule for Mentor training day	Interventions Counselor
Work on Schedule for connect day	Interventions Counselor
5 th Grade class placements	Counselors
PBIS planning for upcoming school year	Counselors
Order supplies for upcoming school year	Counselors

Batavia City School District
ASCA Mindsets and Behaviors
Batavia High School

Mindsets	Ninth – Twelfth		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	x	x	x
2. Self-confidence in ability to succeed	x	x	x
3. Sense of belonging in the school environment	x	x	x
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	x	x	x
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	x	x	x
6. Positive attitude toward work and learning	x	x	x
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	x	x	x
2. Demonstrate creativity			x
3. Use time-management, organizational and study skills	x	x	x
4. Apply self-motivation and self-direction to learning	x	x	x
5. Apply media and technology skills	x	x	x
6. Set high standards of quality	x	x	
7. Identify long and short-term academic, career, and social/emotional goals	x	x	x
8. Actively engage in challenging coursework	x	x	
9. Gather evidence and consider multiple perspectives to make informed decisions	x	x	x
10. Participate in enrichment and extracurricular activities	x	x	x
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	x	x	x
2. Demonstrate self-discipline and self-control	x	x	x
3. Demonstrate ability to work independently	x	x	x
4. Demonstrate ability to delay immediate gratification for long-term rewards	x	x	x
5. Demonstrate perseverance to achieve long-and short-term goals	x	x	x
6. Demonstrate ability to overcome barriers to learning	x	x	
7. Demonstrate effective coping skills when faced with a problem	x	x	x
8. Demonstrate the ability to balance school, home and community activities	x	x	x
9. Demonstrate personal safety skills			x
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	x	x	x
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	x	x	x
2. Create positive and supportive relationships with other students	x		x
3. Create relationships with adults that support success	x	x	x
4. Demonstrate empathy			x
5. Demonstrate ethical decision-making and social responsibility	x	x	x
6. Use effective collaboration and cooperation skills	x	x	x
7. Use leadership and teamwork skills to work effectively in diverse teams	x	x	x
8. Demonstrate advocacy skills and ability to assert self, when necessary	x	x	x

9. Demonstrate social maturity and behaviors appropriate to the situation and environment	x	x	x
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Batavia City School District Comprehensive School Counseling Program Map for Batavia High School

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Individual and Small Group Counseling/SEL	
Program Activity or Service	Individual and/or Small group counseling sessions to assist students with academic, social, emotional and personal concerns.
Program Objective	Students will show an amelioration of specific concerns addressed in small group counseling. Students will show an increase in appropriate behavior, social skills, attendance and grades.
NYSED Regulation	K-6 (i.1-6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS:1-3, 5-6; BLS: 1-10; BSMS 1, 2, 4-10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2-3a.4, 3a.7, 3a.8
Timeline	Varies dependent on student need (i.e.: 6-8 weeks, bi-weekly, continuous based on need)
Staff and Resources	School Counselor
Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504

PBIS/Teaching Tolerance Initiatives/SEL	
Program Activity or Service	District wide program implemented to provide positive behavioral intervention, character development, and to create civil and inclusive school communities where all students are respected and valued. These activities and strategies are designed to reach and motivate the entire student/staff/community population.
Program Objective	Demonstrated improvements in positive student behaviors, decrease in discipline referrals, increase in student involvement in PBIS activities, increase in number of connected students, improved attendance, improved grades, decrease in bullying referrals, increase in building morale and professional development opportunities
NYSED Regulation	K-6 (i.1, i.2, i.4, i.5, i.6, i.8); 7-12 (ii.1, ii.4.1, ii.4.3, ii.4.4, ii.4.5, ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 4, 6-8, 10; BSMS: 1, 2, 4-7, 9; BSS: 2-7, 9
NYSED CDOS	3a.3, 3a.4, 3a.8

Timeline	Entire school year, ongoing, bi-weekly, HERO meetings, monthly booster meetings
Staff and Resources	All school staff, students, community, parents
Assessment	Student input, discipline referrals, attendance, family involvement in activities, data meetings, observations, teacher feedback, student involvement
Data Showing Need	Discipline referrals, surveys, number of students in STAR, staff observations, discipline data meetings, students in counseling, attendance records

Communicating with Families

Program Activity or Service	School Counseling department works to provide families with information on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, letters regarding grades and academics, counselor websites, welcome letters, open house participation
Program Objective	Parents/families will demonstrate an increased awareness of school program and relevant information to improve student achievement
NYSED Regulation	K-6 (i.1, i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the school year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connections to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success

504 Coordinator

Program Activity or Service	Participant in annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 eligibility at SBIT/IST
Program Objective	Students will improve overall functioning in classroom and testing settings, mitigation of physical impairment, increase staff awareness of student need
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.5, 3a.7
Timeline	Weekly, quarterly, annually, as needed
Staff and Resources	School counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning

Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings
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Academic Counseling	
Program Activity or Service	Interventions used to support low achieving students through the creation of academic intervention plans.
Program Objective	Students will show an increase in academic data (i.e. report card grades, test grades, homework completion rates, and classwork completion rates), attendance and a decrease in inappropriate classroom behaviors related to academic tasks.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.8); 7-12 (ii.1, ii.4, ii.4.1-ii.4.4, ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-8, 10; BSS: 1, 3, 6, 8
NYSED CDOS	3a.1-3a.3, 3a.7, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselors, parents, students, teachers, administrators
Assessment	Report cards, teacher, parent, student reports, routing sheets (i.e. daily, weekly), attendance data
Data Showing Need	Report cards, interim reports, teacher/parent/ student reports, attendance data

Credit Reviews/4 Year Plans/ Senior At-Risk Meetings	
Program Activity or Service	Students and counselors meet to review student progress. Graduation requirements are discussed and reviewed. School based interventions are put in place to aid students in their academic development.
Program Objective	Students will be able to verbally demonstrate graduation requirements as well as necessary steps needed to ensure a timely graduation.
NYSED Regulation	7 - 12 ii 1, 2, 3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2 - 5; BLS: 1. 3. 4. 6-10; BSMS: 1 -8, 10; BSS 2, 3, 6, 8, 9
NYSED CDOS	1 - 1.1; 3b
Timeline	Continuous through school year, ongoing and as needed; Senior Year
Staff and Resources	School counselors; consultation w/school psychologist, agencies, colleges, etc.
Assessment	Students meeting graduation requirements, teacher/staff reports, student reports, counseling progress notes, discipline, academic and attendance data
Data Showing Need	State graduation rate

Transition Planning	
Program Activity or Service	Students participate in activities that ensure seamless progression throughout their academic program
Program Objective	Students will demonstrate a smooth transition to a new building or grade level
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2-6; BLS: 1, 3-10; BSMS: 1-3, 5-8, 10; BSS 1, 3, 5, 6, 8, 8, 9
NYSED CDOS	1, 2, 3a, 3b
Timeline	During transition from middle school to high school (8 th to 9 th grade); during transition from high school to post-secondary option
Staff and Resources	School counselors, administration, teachers, parents and community agencies
Assessment	4 year plans end with a post-secondary transitional event (college, military, and work); students make a seamless transition.
Data Showing Need	State Graduation Rate, grades, counselor check-ins, student/teacher/parent reports
College Application Process	
Program Activity or Service	Students and families are provided with individual and group assistance; providing information regarding the college application process.
Program Objective	Students will be able to verbally identify their admittance to college or other post-secondary option by end of academic year
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2, 4, 5, 6; BLS: 1, 3-10; BSMS: 1-3, 5, 8, 10; BSS: 1, 3, 5, 6, 8, 9
NYSED CDOS	1 - 1.1; 2 - 2.1; 3a - 3a.1, 3a.2, 3a.3, 3a.4, 3a.5, 3a.6, 3a.7; 3b
Timeline	Continuous/Senior Year
Staff and Resources	School counselors; consultation w/Career Resource Specialist
Assessment	Complete application and required documents by the assigned due dates, leading to increased college acceptance rates.
Data Showing Need	State Graduation Rate, college admittance data, student/parent reports, college reports
Classroom Counseling Lessons/SEL	
Program Activity or Service	Classroom lessons created for grades 9-12 that are focused on provided information to students based on the needs of the school. (character education, restorative circles, social emotional, psychoeducational workshops, college and career placements, academic achievements, standardized tests {SAT/ACT} and transition planning)

Program Objective	Students will demonstrate knowledge of lesson taught/information provided by way of follow through on the information given; improved culture with the school
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 1 - 6; BLS 1, 3 - 10, BSMS: 1 - 10; BSS 1 - 9
NYSED CDOS	1 - 1.1; 2 - 2.1; 3a - 3a.1, 3a.2, 3a.3, 3a.4, 3a.5, 3a.6, 3a.7; 3b
Timeline	Continuous throughout the school year
Staff and Resources	School Counselors
Assessment	Discipline reports, teacher/staff reports, parent/student reports, grades, college admittance
Data Showing Need	Discipline data, student/teacher/parent reports, academic data, graduation rate, college reports

College Preparation Parent Workshops

Program Activity or Service	Parents and counselors engage during various seminars and workshops aimed to educate parents on the transition to high school, the college application process and the financial aid process. A variety of colleges, the armed forces and the school's Career Resource Specialist also collaborate in providing information to parents.
Program Objective	Parents will be able to demonstrate their understanding of various transition requirements
NYSED Regulation	7-12 ii 1, 2, 3
ASCA Standard	MS: 2-6; BLS: 1, 3-10; BSMS: 1, 3, 5, 6, 8, 10; BSS: 1, 3, 5 -9
NYSED CDOS	1 - 1.1
Timeline	Continuous, as needed
Staff and Resources	Counselors, military, representatives from colleges, parents, Career/Resource Specialist, administration
Assessment	Pre/post evaluations and surveys, attendance at workshops, parent reports
Data Showing Need	Parent feedback, student reports

Freshman Student Orientation and Link Crew

Program Activity or Service	Provides new students/families with information and support to successfully transition to a new school
Program Objective	Students will portray less anxiety and stress, increase grades, decrease discipline referrals, increase in student familiarity with the building and peer group.
NYSED Regulation	7-12 ii 1, 4.5
ASCA Standard	MS: 1-3, 5-6; BLS 1-6, 9, 10; BSMS: 1-3; 7-10; BSS 2-8

NYSED CDOS	3a.2; 3a.4
Timeline	8th to 9th grade; 12th to post-secondary; new student enrollment
Staff and Resources	school counselors, administration, teachers, other school staff
Assessment	Counselor check-in with new students, student/parent/teacher reports
Data Showing Need	Parent and student reports, research

Career Planning

Program Activity or Service	The school counselor will facilitate various individual, group and educational programming to assist with career planning
Program Objective	Students will be exposed to various career and post-secondary options available to them; students will be able to identify a pathway for after high school
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 1-6; BLS: 1 - 10; BSMS: 1 -10; BSS 1 -9
NYSED CDOS	1.1, 3a.2, 3a.3, 3b
Timeline	Ongoing throughout the school year
Staff and Resources	School counselor, Career Resource Specialist, teachers, administration, students and other staff, parents
Assessment	Student self-report
Data Showing Need	Administration/parent/teacher reports

Pupil Services Team (PST)

Program Activity or Service	A school based intervention process in which counselors and administrators meet bi-weekly to respond to teacher referrals concerning a student's academic and/or social emotional needs.
Program Objective	Students will demonstrate improved academics
NYSED Regulation	7-12 ii 1, 4.2. 4.3, 4.4, 4.5
ASCA Standard	MS: 1-10; BLS 1, 3-10; BSMS: 1-10; BSS 1 10
NYSED CDOS	3a.1, 3a.2
Timeline	Ongoing throughout the year
Staff and Resources	School counselors and administration

Assessment	Grades, discipline referrals, student report card and staff reports
Data Showing Need	Academic decline, lack of academic growth, teacher reports
Consultation with Outside Agencies	
Program Activity or Service	Counselors collaborate with community agencies to address specific student needs.
Program Objective	At risk students will demonstrate increase in attendance, grades, decrease in referrals, improves social/emotional state, successful completion of program/grade
NYSED Regulation	7-12 ii 1, 4, 4.1 - 4.6
ASCA Standard	MS: 1-3, 5-6; BLS: 1-6, 9, 10; BSMS: 1-3, 5, 7-10; BSS: 2-8
NYSED CDOS	1.1, 2.1, 3a.2, 32.3, 3a.4
Timeline	As needed throughout the school year
Staff and Resources	School counselors, administration, parents, SPOA/CCSI team, Probation, Mental Health, Liberty Partnership, GCASA, Scholarships, agencies, college advisory boards, STAR, CPS and law guardians
Assessment	Referrals, grades, attendance, scholarships, referrals to outside agencies
Data Showing Need	Discipline referrals, counseling center visits, data meetings, health concerns, attendance, mental health concerns, grades, parents/student reports.
School Interventions	
Program Activity or Service	Counselors participate in a variety of school based meetings (PST, CAPS, PBIS, scholarships) aimed at meeting the individualized needs of students.
Program Objective	Counselors will be able to aid students in their academic, social/emotional and career needs
NYSED Regulation	7-12 ii 1 4.1 - 4.6
ASCA Standard	MS: 1 - 10; BLS: 1 -1 0; BSMS: 1 -1 - 10; BSS: 1 - 9
NYSED CDOS	2.1, 3a.2, 3a.3, 3a.7, 3a.8
Timeline	Continuously throughout the school year
Staff and Resources	Counselors, administration and other school staff
Assessment	Referrals, grades, attendance, scholarship
Data Showing Need	Discipline referrals, counseling center visits, grades, attendance, mental health concerns, scholarships obtained

Virtual Learning/Counseling	
Program Activity or Service	Provide academic and counseling services and activities in a virtual setting. Prioritizing the most critical academic, career, and social/emotional lessons while continuing to teach the school counseling curriculum as much as possible through district online platforms.
Program Objective	Create a multidisciplinary team to create plans so academic and counseling services can continue in the event of a school closing.
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	M-1, M-2, B-SMS-7, B-SMS-9, BMS-10, B-SS-9
NYSED CDOS	1 - 1.1; 2 - 2.1; 3a - 3a.1, 3a.2, 3a.3, 3a.4, 3a.5, 3a.6, 3a.7; 3b
Timeline	As needed with school closure due to COVID
Staff and Resources	School counselors, teachers, administrators, social worker, school psychologist, school nurse
Assessment	School wide grading system, attendance reports, teacher, parents, and students self reporting virtual needs
Data Showing Need	Social worker community contact list, teacher/counselor contact tracking sheet, parent/student/teacher counselor referral form

Batavia CSD Social Emotional Needs Sub-Committee Recommendations to NYS Reopening Guidance

Batavia High School Response

Mandates	BHS Response
<p>Ensure that a district-wide and <u>building-level</u> comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.</p>	<p>BHS has a building-level comprehensive developmental school counseling program plan that has been developed in conjunction with all school counselors and support staff in the building. This plan is updated at a minimum of once per year and reviewed at the Advisory Council Meetings. New Smart goals are established annually and data is collected and reviewed based on the building level action plans. A link to this plan is https://www.bataviacsd.org/site/handlers/filedownload.ashx?moduleinstanceid=105&dataid=18203&FileName=Updated%20Counseling%20Plan%20Sept%202019.pdf</p>
<p>Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.</p>	<p>BCSD has an advisory council established that meets bi-annually. There are representatives from the Batavia High School on this committee. These representatives include the Secondary School Counselor Department Chair, high school counselors and/or support staff, and high school teachers.</p>
<p>Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.</p>	<p>BHS will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Community links to these services can be found on the district website under the COVID tab at https://www.bataviacsd.org/domain/625. Batavia High School Support staff information can be found on the BHS Counseling webpage at https://www.bataviacsd.org/domain/101. BHS students and families will have access to their counselors both in person and remotely during the COVID Crisis.</p>
<p>Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.</p>	<p>BHS will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency. Professional Development will be offered for staff on SEL and restorative practices. BHS will provide trauma informed support for developing coping and resilience skills for</p>

students, faculty, and staff through pro-social lessons, social-emotional learning activities, restorative practices, school meetings and assemblies.

Considerations	BHS Response
<p>Deepen your understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.</p>	<p>Looking at implementing an advisor/mentor model that has a regular group of 12-15 students (teachers, aides, counselors, coaches, etc.) meeting weekly to discuss academics, social/emotional issues, follow-up on attendance issues, and refer for crisis intervention as needed. The goal of the advisor/mentor model is for each student to work closely with his or her advisor to identify interests, internships, and personalize learning. In addition, look at how to improve college and career outcomes through research practice partnerships. Advisor/mentor would also check in monthly with the parents of those 12-15 students to assess any pending needs. This model would help streamline multiple communication attempts between teachers, parents and students. Continued professional development training will be crucial in implementing a school-wide SEL comprehensive plan.</p>
<p>Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.</p>	<p>Check-In wellness tracking sheet for students that surveys feelings, sleep habits, and any at-risk behaviors when being sent to the assistant principal office, counseling center, or small group counseling. Student self reporting would be tracked to see behavior trends and implement an appropriate action plan. Similar referral form will be developed for the counseling center. Professional development opportunities will continue in the areas of developing a trauma sensitive school and social/emotional learning. Youth and parent resources will be displayed throughout the building and made available on the district website. In addition the building classrooms, common areas, and bulletin boards will display growth mindset messages that promote social emotional learning and a trauma sensitive environment.</p>
<p>Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute.</p>	<p>Utilize current SEL committee, PBIS team, student government, SOS and Link Crew students. Include GCASA representative, Mrs. Deneka, school psychologist, Mr. Byrnes, Health Teacher, Mrs. Burke, parent representative and look into recruiting additional parents. Conducting small focus groups with students, staff, and parents on how they would like to contribute to the overall wellness of the building and what they see as the top five stressors that could impact learning.</p>

Determine how you will build upon existing strengths as a foundation for growth.	Build upon our monthly meetings with GCMH to better refer and transport students for services. Other strength based programs are Sources of Strength which offers mentoring opportunities, connections to trusted adults, and peer interactions. Continue to expand on PBIS positive referrals, Teaching Tolerance, Restorative Circles, and SOAR activities to meet SEL guidelines. Continue building wide SEL professional development training in staff meetings and utilize Chris Merle to implement evidence based strategies.
Examine opportunities to leverage community school strategies to support and sustain the work.	BCSD will continue to promote community school partnerships with GCMH, SPOA, University of Rochester, Genesee-Orleans Suicide Prevention, GCASA, and Horizon. In addition the district wide social worker will be implementing student and family support services.
Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.	Strategies to support students and increase educational equity would be to address through restorative circles and/or lesson plans stress/time management skills, coping skills, revisit reproduction/sexual safety in health classes, and continue trauma informed lessons in health classes. Utilize monthly staff meetings to generate wellness checks and get feedback around educational equity and supports needed, if any to integrate SEL in the classroom.
Leverage collaborative community partnerships to strengthen your initiatives.	School staff will continue to promote community school partnerships with GCMH, SPOA, University of Rochester, Genesee-Orleans Suicide Prevention, GCASA, and Horizon. In addition the district wide social worker will be implementing student and family support services.
Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.	Staff, parents, and students will be surveyed to measure comfort and stress level, post-traumatic responses COVID-19 and school closure, and determine if any coping strategies are being used to reduce anxiety and stress. The data collected will be used to mold SEL program development. Data will be tallied in the form of tracking sheets, pre and post surveys, academic, social, and behavioral referrals. School counselors will work with parents and students to create effective action plans. In addition, the existing 9th-12th lesson plans will continue to be implemented via the hybrid model. Those lesson plans focus on career readiness and SEL. Currently updating the plan to reflect school-wide SEL initiatives and activities. .
The district's or school's counseling/guidance program should be reviewed and revised to plan,	The counseling department will create a MTSS plan that specifically addresses the student needs and age

develop, and implement a Multi-Tiered System of Supports (MTSS).	appropriate interventions at the high school level. PST/ as well as Counselor-Admin meetings will be used to help identify students that need Tier 2 or 3 level supports.
As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.	SEL evidence based practices with Chris Merle will be developed in August. PST will continue to implement Tier 1, 2, and 3 based services.
Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.	A check in/wellness survey will be given in a core class to assess student needs around returning to school, post-traumatic symptoms, resilience, and adult/community support. Parental consent and student assent will be taken into consideration prior to survey being administered. The High School will also work with Pupil Personnel staff to obtain a quick survey that can provide data on how students are feeling and promote self-awareness.
Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.	BHS meets bi-weekly with counselors, school psychologist, social worker, administrators to discuss students at risk. Once an action plan is finalized the student is then referred to PST to address needs and develop goals with teachers and parents that are in alignment with Tier 1,2,3, interventions.

Lesson Plan

School Counselor: Sherry Crumity/Joe Hussar

Date: Marking Period 1

Activity: LINK Crew/Freshman Orientation High School

Grade: 9th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 1** (Belief in the development of the 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)
- **B-LS 2** Demonstrate creativity
- **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
- **B-SS 2** Create positive and supportive relationships with other students
- **B-SS 6** Use effective collaboration and cooperation skills

Learning Objective(s) (aligns with competency):

1. Students will gain comfort in the high school setting.
2. Students will be connected with a Link Leader while engaging in positive and fun activities.
3. Students will practice their incoming schedules and meet their new teachers.
4. Students will learn about academic, behavioral, and social expectations at the high school.

Materials: Any items needed for ice breakers, gymnasium, classrooms.

Procedure:

- Students will be welcomed to the high school via “the gauntlet”, a line of teachers and upperclassmen cheering them on as they enter the gym.
- Counselor and staff will present expectations for the high school to students in a large group setting.
- Counselor and staff will lead students in ice breaker activities.
- Student Government will outline activities for the year.
- Principal will address school expectations, PBIS goals, culture.
- Students will follow a shortened class schedule to gain familiarity with the school and meet teachers.
- Staff and peer Link Leaders will “wrap up” with the students to summarize lessons from the day.

Plan for Evaluation:

Process Data:

- Approximately 165-180 freshmen students will be connected to a peer Link Leader through a full day freshman orientation in which the peer leaders will begin to provide information, a sense of connection

to the high school and someone to whom the freshmen can turn to in order to feel a sense of safety.

Perception Data

- Students will gain an understanding of the academic, social, structural, and procedural components of the high school.
- Peer Link Crew Leaders will provide support for freshmen throughout their first year of high school and allow for positive interaction between peers, staff and students.
- Students will increase their involvement in co-curricular activities, improve school climate, and feel a sense of connection to the high school.

Outcome Data:

- 85% of freshmen students will complete a pre and post Link Crew survey.
- 90% of freshman students will attend Link Crew Orientation based on attendance sheets.
- 100% of freshman students will be assigned a peer Link Leader.

Follow-Up:

- Peer LINK Crew Leaders will follow up with their students throughout the school year.
- Have peer Link Crew Leaders check in with freshmen struggling with the transition from middle to high school as evidenced by school staff/parent referral, grades, attendance, and/or discipline referrals.
- Review results of pre and post survey with Link Crew Coordinators.

Lesson Plan

School Counselor: Sherry Crumity

Date: Marking Period 2

Activity: Naviance Career Clusters

Grade: 9th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 4** (Understanding that postsecondary education and lifelong 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 5** (Apply media and technology skills)
- **B-LS 7** (Identify long-short term academic, career and social/emotional goals)
- **B-SS 1** (Use effective oral and written communication skills and listening skills)

Learning Objective(s) (aligns with competency):

1. **Students will identify and define career clusters.**
2. **Students will demonstrate the ability to use technology to connect career choices to their interest.**
3. **Students will identify several ways to classify occupations.**

Materials: Chromebooks, Naviance career assessment, handouts, and career cluster worksheet and activity, chart paper, note cards, markers

Procedure:

- Students will set up a Naviance account and complete Career Cluster assessments.
- Students will explore at least three different career clusters to determine education needed, salaries, and skills required.
- Students will complete a worksheet identifying career clusters, their interest, personality, and subjects they enjoy studying in school.
- Students will have a closing group discussion on graduation requirements and soft skills.

Plan for Evaluation:

Process Data:

- Approximately 180 freshmen students will receive this lesson during one half of a class block (approximately 40 minutes).

Perception Data

- **Increase a students' knowledge of career options**
- **Encourages students to plan high school courses based on future goals**
- **Increase their knowledge of career clusters and educate them on how they fit in the working world**

Outcome Data:

- 100% of students will understand the connection between careers choices and their interest, abilities, and skills
- 85% of students will complete Naviance registration and account set up.
- 75% of students will complete career cluster assessment.
- 95% of students will complete the exit classroom lesson survey.

Follow-Up:

- Students and counselors will review information during course planning.
- Students can complete additional research about their career cluster.
- Students can build a high school course plan based on their favorite career cluster.
- Review survey results at counseling meetings and make lesson plan changes as needed.

Lesson Plan Template

School Counselor: Sherry Crumity

Date: Marking Period 3

Activity: Scheduling and Graduation Requirements

Grade: 9th

SCA Mindsets & Behaviors (Domain/Standard):

- **M2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong 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 5** (Apply media and technology skills)
- **B-LS 7** (Identify long-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 relationships with adults that support success)

Learning Objective(s) (aligns with competency):

- Students will make the connection between how to establish short and long term academic goals.
- Students will understand NYS requirements for graduation.
- Students will actively plan their sophomore schedule with confidence.

Materials: Student schedules, transcripts/blue books, graduation handouts, Chromebook, pens

Procedure:

- Counselors will meet with all 9th graders to review transcripts and plan 10th grade schedules.
- Students will talk with teachers and complete course selection worksheets in preparation for class meetings.

- **Plan for Evaluation:**

Process Data:

- Approximately 180 - 9th graders will meet with counselors during one half of a class block (approximately 40 minutes) to complete course selection sheets for sophomore year

Perception Data

- Students will learn about career tech and college courses.
- They will learn how to read their high school transcript to help them think through academic and vocational choices.
- Students will be able to visualize a successful and productive future for themselves.
- They will understand the relationship between goal setting and achieving their future dreams.

Outcome Data:

- 100% of students will complete 9th grade scheduling for the next year.
- 85% of students will complete the exit classroom lesson survey.

Follow-Up:

- Students will follow-up individually with their counselor about their course selections and graduation plans.
- Additional follow-up will occur during future classroom lessons regarding college and career readiness.
- Review survey results at counseling meetings and make lesson plan changes as needed.

Lesson Plan Template

School Counselor: Sherry Crumity

Date: Marking Period 4

Activity: What's Your Road?

Grade: 9th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong 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-short term academic, career and social/emotional goals)
- **B-SS 1** (Use effective oral and written communication skills and listening skills)

Learning Objective(s) (aligns with competency):

- **Students will be more connected to career interest by viewing professionals talking about their obstacles, successes, and educational goals.**

Materials: Chromebooks, What's My Road Worksheet, Reflection and Exit Survey

Procedure:

- Students will engage in a class discussion naming the career paths, leaders, and skills needed in each path.
- Students will work in small groups and write the names of three careers they think they would like and three leaders they think they would identify with.

Plan for Evaluation:

Process Data:

- Approximately 180 freshmen students will receive this lesson during one half of a class block (approximately 40 minutes).

Perception Data

- Student will complete What's Your Road in Roadtrip Nation
- Students will learn about various leaders' path to careers
- Students will complete Roadtrip Nation Reflection Survey

Outcome Data:

- 80% of students will complete What's Your Road
- 80% of students will complete reflection survey
- 80% of students will complete lesson plan exit survey

Follow-Up:

- Send 9th graders a follow up email reminding them to continue using Naviance.
- Counselor will set up a bulletin boards with freshman names, career interest, and highlight leaders' in those careers
- Follow up with students during sophomore year to gauge participation in using Naviance.
- Review survey results at counseling meetings and make lesson plan changes as needed.

Lesson Plan

School Counselor: Sherry Crumity

Date: Marking Period: 1 and 3

Activity: Trauma and Resiliency: Bouncing Back from Trauma

Grade: 9th and 12th (Health Class Only)

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 1** (Belief in the development of the 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)
- **B-SMS 10** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- **B-SS 2** Create positive and supportive relationships with other student

Learning Objective(s) (aligns with competency):

- **Understand the effects of trauma and how it connects to stress, anger, anxiety and depression.**
- **Discuss how children are impacted by their exposure to trauma differently, depending on a variety of cultural, socio-economic, and psychological factors**
- Be able to **identify coping strategies** that **high school students can use to decrease the effects of** of trauma
- Recognize the emotional and physical signs of trauma, anxiety, and depression.
- **Explore strategies to create a trauma sensitive learning environment**

Materials:

Chart Paper
Index Cards
Bounce Back Handout
Anger Iceberg Handout
Fixed/Growth Mindset Handout
Pre and Post exit surveys
Never Give Up Video
Bouncing Back from Traumatic Events PPT
Incentives
Markers and pens
Calm down examples

Procedure:

The whole group instruction will be paced using a PPT, small group discussion, handouts, and a video. The less will be 45-60 minutes in duration per class period. The goal of this lesson plan is to identify traumatic events, recognize emotional and physical signs of anxiety and depression, understand how a traumatic event connects to anxiety and depression, and explore strategies to create a trauma sensitive learning environment.

Main Presentation (10-15 Minutes): Classroom lecture using Bouncing Back from Traumatic Events PPT. Distribute folders to each student with lesson plan handouts.

Activity 1: There will be a small group discussion and report out in the beginning of the lesson plan to address the following questions: (5 Minutes)

- Why is it important for students to know about traumatic events?
- Do you feel comfortable learning and talking about different types of trauma?
- How do you deal with difficult situations in your life?
- How might you support a friend that has experienced a traumatic event?
- In what ways are mental health and trauma connected?

Activity 2: Never Give Up Video (10-15 Minutes) This film features a diverse cast of adolescents and young adults who examine the shared and unique challenges of trauma. Unexpectedly insightful, Never Give Up offers inspiration and hope for young people ensnared by adverse life experiences such as chronic neglect, violence, abuse, and bullying. This ground-breaking product developed by the National Child Traumatic Stress Network (NCTSN) specifically for youth. For more information on Complex Trauma, visit the NCTSN.org website at: <http://nctsn.org/trauma-types/complex>

Activity 3: Self Regulation Strategies and Calm Down Kit (10 minutes):

Discuss some self regulation strategies and have the students highlight which ones they are comfortable using. Distribute calm down boxes (stress ball, playdough, slime etc.)

Plan for Evaluation:**Process Data:**

- Approximately 115-140 9th-12 grade students scheduled for Health class will understand the effects of trauma and how it connects to stress, anger, anxiety and depression.
- Understand how children are impacted by their exposure to trauma differently, depending on a variety of cultural, socio-economic, and psychological factors
- Identify coping strategies that high school students can use to decrease the effects stress, anxiety, and depression.

Perception Data

- Students will be able define and gain an understanding of the impacts of traumatic events.
- Students will be comfortable discussing mental health issues with a trusted adult.
- Students will learn to use different coping strategies and discuss any mental health issues with a trusted adult.

Outcome Data:

- 88% of scheduled students in Health Class will complete a pre-stress check in survey.
- 90% of scheduled students in Health Class will complete a post survey to make sure learning objectives have been met.
- 95% of scheduled students in Health Class will participate in scheduled lesson plans and small group activities.

Follow-Up:

- Facilitator will follow up on pre-stress check-in surveys to see if additional individual or classroom lessons need to be scheduled.
- Continue to promote trauma sensitive school building and train school staff on trauma informed practices.
- Review results of pre and post survey with the Health teacher.

Lesson Plan

School Counselor: Greg Ciszak

Date: Marking Period 1

Activity: PreACT/Growth Mindsets Presentation

Grade: 10th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **M 6** (Positive attitude toward work and learning)
- **B-LS 3** (Use time-management, organizational and study skills)
- **B-LS 7** (Identify long- and short-term academic, career and social/emotional goals)
- **B-LS 4** (Apply self-motivation and self-direction to learning)
- **B-SMS 1** (Demonstrate ability to assume responsibility)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)

Learning Objective(s) (aligns with competency):

1. Students will personally identify which of the GVEP-BOCES Vocational Programs they are (or potentially would be) most interested in.
2. Students will recognize and understand what the Pre-ACT college entrance exam entails and identify the benefits of taking the exam.
3. Students will gain a clear understanding of the sophomore timeline, and steps they should complete in order to effectively prepare for applying to college or vocational training.

Materials: Pre-ACT & BOCES Trades Prezi presentation, Pre-ACT Information Sheets, Sophomore Timeline handout

Procedure:

- Students will be surveyed: How many interested in college? Career? Military?
- Counselor will review each BOCES Vocational Program using Prezi presentation and have an open poll among students about which program they're most interested in.
- Students will be taken through a Prezi presentation explaining the purpose, times and dates that all 10th graders at BHS will be given the Pre-ACT and Career Interest Inventory.
- Students will then be given a sophomore timeline with checkboxes. The Counselor will go through each item, asking students to check off those they have completed.
- An open discussion will occur with the counselor and students about student plans, including questions from students.

Plan for Evaluation:

Process Data:

- 175 Sophomore students will receive this lesson during one half of their Social Studies class (approximately 40 minutes).

Perception Data

- Each student will learn about the Career Interest Profiler and make a prediction about their own Career Cluster .
- Students will begin their sophomore timeline checklist, and will understand where they stand in the college/career/military application process.
- Students will engage in open discussion with classmates and counselor about their understanding of the PreACT and future plans for college and career readiness.
- Students will learn the difference between a growth and fixed mindset by using examples in the presentation.

Outcome Data:

- 100% of students will understand the purpose of the PreACT and when they will be taking the test in their classrooms.
- 95% of students will take the Pre-ACT in school.
- 100% of students will make their top pick for the BOCES vocational program.
- 100% of students will predict their own Career Cluster on the Career Interest Inventory portion of the PreACT.
- 75% of students will complete their sophomore checklist.
- 100% of students will participate in the growth mindset presentation and participate in the discussion.

Follow-Up:

- Students will take the PreACT in the weeks after the lesson.
- Counselors will conduct a follow-up classroom lesson to review students' PreACT results and Career Interest Inventory results.
- Students interested in attending BOCES in 11th grade will either attend the ½ day visit to get more exposure or just register for BOCES in the Spring.

Lesson Plan

School Counselor: Greg Ciszak

Marking Period: 2

Activity: Student Strength Assessment - Naviance

Grade: 10th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 1** (Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being)
- **M 5** (Belief in using abilities to their fullest to achieve high-quality results and outcomes)
- **M 6** (Positive attitude toward work and learning)
- **B-LS 5** (Apply media and technology skills)
- **B-LS 4** (Apply self-motivation and self-direction to learning)
- **B-SMS 3** (Demonstrate ability to work independently)
- **B-SS 3** (Create relationships with adults that support success)

Learning Objective(s) (aligns with competency):

1. Students learn about their key strengths using Naviance Strengths Explorer and how their strengths apply to future careers.
2. Students will upload the completed PDF workbook outlining their identified strengths.

Materials: Strengths Assessment Google Slides, Naviance - Strengths Explorer Assessment

Procedure:

- Students will be introduced to the connection between individual strengths and success in future careers.
- Each student will log-in to Naviance using their individual Chromebooks and take the StrengthsExplorer self-assessment.
- Students will review the completed PDF workbook outlining their identified strengths.
- Counselor will break students into groups based on their identified strengths and ask the groups to process collective strengths and brainstorm connections to future careers.
- An open discussion will occur with the counselor and students about connections between strengths and future careers, including questions from students.

Plan for Evaluation:

Process Data:

- 175 Sophomore students will receive this lesson during one half of their Social Studies class (approximately 40 minutes).

Perception Data

- Each student will learn about the Naviance StrengthsExplorer and make a prediction about their own identified strengths.

- Students will increase their knowledge about future careers and how they connect with personal strengths.
- Students will engage in open discussion with classmates about their personal strengths and what potential future careers would be a good match.

Outcome Data:

- 100% of 10th grade students will take the Naviance - Strengths Explorer.
- 100% of students will verbally share their own personal strengths.
- 100% of students will participate in the group discussion regarding how personal strengths apply to future careers.

Follow-Up:

- Students will use the Naviance Strengths Explorer PDF Workbook on their own for continued career exploration.
- Counselors will reference and review the Strengths Explorer results during future classroom lessons. Connections will be made to this self-assessment during the review of the Career Interest Inventory during the ACT results lesson.
- Students will be encouraged to continue to use the various functions of the Naviance Program.

Lesson Plan

School Counselor: Greg Ciszak

Marking Period: 3

Activity: Academic Scheduling/Graduation Planning

Grade: 10th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong 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 5** (Apply media and technology skills)
- **B-LS 7** (Identify long-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 relationships with adults that support success)

Learning Objective(s) (aligns with competency):

- Students will learn how to establish short and long term academic goals.
- Students will learn to set academic goals for their future and make choices.

Materials: Student schedules, transcripts/blue books, graduation handouts, Chromebook, pens,

Procedure:

- Counselors will meet with all 10th graders to review transcripts and plan 11th grade schedules.
- Students will talk with teachers and complete course selection worksheets in preparation for class meetings.

Plan for Evaluation:

Process Data:

- Approximately 180 - 10th graders students will receive this lesson during one half of a class block (approximately 40 minutes) to complete course selection sheets for junior year.

Perception Data

- Students will learn about career tech and college courses.
- They will learn how to read their high school transcript to help them think through academic and vocational choices.
- Students will be able to visualize a successful and productive future for themselves.
- They will understand the relationship between goal setting and achieving their future dreams.

Outcome Data:

- 100% of students will complete 10th grade scheduling for the next year.
- 85% of students will complete the exit classroom lesson survey.

Follow-Up:

- Students will follow-up individually with their counselor about their course selections and graduation plans.
- Additional follow-up will occur during future classroom lessons regarding college and career readiness.

Lesson Plan

School Counselor: Greg Ciszak

Marking Period: 4

Activity: College Entrance Exams/Pre-ACT Results Review

Grade: 10th

ASCA Mindsets & Behaviors (Domain/Standard):

- **M2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **M 5** (Belief is using abilities to their fullest to achieve high-quality results and outcomes)
- **B-LS-8** (Actively engage in challenging coursework)
- **B-LS 7** (Identify long-short term academic, career and social/emotional goals)
- **B-SMS 1** (Demonstrate ability to assume responsibility)
- **B-SS 1** (Use effective oral and written communication skills and listening skills)

Learning Objective(s) (aligns with competency):

- Students will increase their understanding of the use of college entrance exams.
- 100% of Students will be able to interpret their own Pre-ACT results and identify 1 method for improving their score on the ACT.
- 100% of students will identify their score on the Career Cluster Assessment, and report 1 vocation that is associated with their score.

Materials: Individual Pre-ACT Score Reports Sheets, Pre-ACT test booklets, Prezi Presentation, Google Forms exit tickets.

Procedure:

- Counselor will present on how to interpret the results of the Pre-ACT for the entire class.
- Individual Score Report Sheets and Pre-ACT Test Booklets will be handed out to all students.
- Students will review their Pre-ACT scores and participate in group discussion about the assessment results.
- Counselor will present on the Career Interest Inventory as students review their individual results on the Score Reports. Counselor will introduce the topic of Growth Mindset and how students can apply it to their lives.
- Student questions will be processed whole-group.

Plan for Evaluation:**Process Data:**

- Approximately 180 Total (28 at a time per class) students will receive this lesson during one half of a class block (approximately 40 minutes).

Perception Data

- Students will learn their Pre-ACT scores and how to interpret them.
- They will learn how the ACT is used in the college application process.

Outcome Data:

- 100% of students will receive their Pre-ACT results and be given ideas, suggestions and resources for improving the ACT scores.
- 90% of students will complete the activity post-assessment (exit ticket).

Follow-Up:

- Students will follow-up individually with their counselors about registering for the ACT and SAT.
- Additional follow-up will occur during future classroom lessons regarding college and career readiness.

Lesson Plan

School Counselor: Kelly Garner

Date: Quarter 1

Activity: PSAT/College Timeline Activities for Juniors

Grade(s): 11th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 3** (Use time-management, organizational and study skills)
- **B-LS 4** (Apply self-motivation and self-direction to learning)
- **B-LS 8** (Actively engage in challenging coursework)
- **B-SMS 1** (Demonstrate ability to assume responsibility)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)

Learning Objective(s) (aligns with competency):

1. Students will identify and list accomplishments and activities for future college and career applications.
2. Students will recognize and understand what the PSAT program entails and identify the benefits of taking the exam.
3. Students will gain a clear understanding of the junior timeline, and steps they should complete in order to effectively manage the college application process next year.

Materials: PSAT Powerpoint presentation, Activity Sheets, Junior timeline handout

Procedure:

- Students will be surveyed: How many interested in college? Career? Military?
- Students will have the opportunity to share out their future plans aloud to the class.
- Students will be taken through a Powerpoint presentation from the College Board explaining the structure, benefits, and procedure to sign up for the PSAT exam.
- Students will then be given a junior timeline with checkboxes. The Counselor will go through each item, asking students to check off those they have completed.
- An open discussion will occur with the counselor and students about student plans, including questions from students.
- Students will receive an activity sheet to complete in class with counselor guidance.

Plan for Evaluation:

Process Data:

- 175 Junior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Each student will complete an activity sheet detailing activities, awards, sports, and jobs held.
- Students will begin their junior timeline checklist, and will understand where they stand in the college/career/military application process.
- Students will engage in open discussion with classmates and counselor about their understanding of the PSAT and future plans for college and career readiness.

Outcome Data:

- 100% of students will understand the PSAT and why they should or should not register.
- 65% of students will register to take the PSAT.
- 100% of students will complete their activity sheet.
- 75% of students will complete their junior checklist.

Follow-Up:

- Students will register for the PSAT and be given a practice booklet to work through.
- Counselors will meet with each junior student in January to present PSAT results (if applicable) and discuss future plans, including review of the junior checklist.

Lesson Plan

School Counselor: Kelly Garner

Marking Period 2

Activity: SuperMatch College Search

Grade: 11th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 4** (Understanding that postsecondary education and lifelong 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-LS 5** (Apply media and technology skills)
- **B-LS 7** (Identify long- and short-term academic, career and social/emotional goals)
- **B-SMS 10** (Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities)

Learning Objective(s) (aligns with competency):

1. Students will learn to access the Naviance system and ensure their login is correct.
2. Students will explore what makes a college a “good fit” and identify the qualities they desire in a postsecondary institution.
3. Students will learn to use the Naviance SuperMatch system and gain a familiarity with the Naviance system.

Materials: Naviance login, chromebooks.

Procedure:

- Counselor will give a short presentation on college fit - what should you consider when looking at a college?
- Presentation will outline size, location, major, and other factors to consider.
- Counselor will ask students to take out chromebooks and log in to the Naviance system.
- Counselor will lead students through a Super Match search, narrowing their list of schools down to 5-10 schools that match their key characteristics for an ideal college fit.
- Students will complete a “College Profile Scavenger Hunt” to learn to navigate Naviance.

Plan for Evaluation:

Process Data:

- 175 Junior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Students will gain an understanding of what characteristics comprise a “good fit” for their future college.
- Students will better understand the purpose of Naviance and its role in their college search and applications.

- Students will begin to think about themselves as a college student and envision their postsecondary plans.

Outcome Data:

- 100% of students will save a search to their Naviance profile that will list colleges matching the description they created for a “good fit”.
- 100% of students complete a scavenger hunt to become familiar with the Naviance system.
- 75% of students will meet with their counselor individually to review their narrowed list of schools.

Follow-Up:

- Students will meet with counselors for junior meetings in the following months. Students interested in pursuing a 4-year college education will work with their counselor to review the narrowed list of schools from this search.

Lesson Plan

School Counselor: Kelly Garner

Marking Period 3

Activity: Junior Meetings

Grade: 11th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **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 9** (Gather evidence and consider multiple perspectives to make informed decisions)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)
- **B-SMS 10** (Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities)
- **B-SS 8** (Demonstrate advocacy skills and ability to assert self, when necessary)

Learning Objective(s) (aligns with competency):

1. Review individual students' graduation plans, including credits earned, exams passed, and credits remaining for graduation.
2. Students will review PSAT scores with their counselor and gain familiarity with the results and College Board website.
3. Students will plan senior schedules and align course selections with future postsecondary plans.

Materials: Student graduation plan, computer with college search engine, PSAT results

Procedure:

- Counselors will work individually with students in an office setting.
- Students will review their individual graduation plan and discuss diploma type.
- Counselors will review PSAT results, percentiles, areas of growth, and areas for improvement.
- Students and counselor will talk about postsecondary plans and perform a college search if the student is not clear on college choices.
- Students and counselor will review SuperMatch search from presentation in quarter 2.
- Students and counselor will work together to form schedule requests for senior year that are in line with the student's ultimate goals.

Plan for Evaluation:

Process Data:

- 175 Junior students will receive this lesson during the third marking period.

Perception Data

- Students will gain an understanding of graduation requirements and what they still need to earn to achieve the diploma type they desire.
- Students will better comprehend the importance of rigorous classes in college acceptances and future success.
- Students will learn more about themselves through reviewing PSAT scores and identifying potential colleges.

Outcome Data:

- 100% of students will create course requests for senior year.
- 100% of students will receive individualized PSAT score reports.
- 50% of students will narrow their college choices through a more detailed search.

Follow-Up:

- Counselors will call students down if course requests will not fit.

Lesson Plan

School Counselor: Kelly Garner

Marking Period 4

Activity: Resume Builder

Grade: 11th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 3** (Use time-management, organizational and study skills)
- **B-LS 10** (Participate in enrichment and extracurricular activities)
- **B-SMS 8** (Demonstrate the ability to balance school, home and community activities)
- **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)

Learning Objective(s) (aligns with competency):

1. Students will access the Naviance System to build their resume.
2. Students will reflect upon their time in high school and meaningful experiences that will translate to valuable resume items.
3. Students will gain better understanding of what post-graduation workplaces and colleges will review in determining acceptance/hiring.

Materials: Chromebooks, Naviance system.

Procedure:

- Students will be asked to think about experiences they have had with work, volunteer, and school activities.
- Students will use a worksheet to check off activities they have participated in while in high school.
- Students will navigate the Resume Builder function of Naviance to create a resume.
- Students will identify their strengths based on the experience they have (people-oriented, deadline driven, competitive, etc.)

Plan for Evaluation:

Process Data:

- 175 Junior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Students will better understand what a resume entails and what employers and colleges look for on resumes.
- Students will reflect on their time in high school.

- Students will be able to identify strengths that will translate to a career.

Outcome Data:

- 100% of students will build a resume.
- 75% of students will identify a list of strengths they could list or share in an interview.

Follow-Up:

- Students will update their resume in their senior meeting with a counselor.
- Teachers will use student resumes to complete letters of recommendation.

Lesson Plan

School Counselor: Joe Hussar

Marking Period 1

Activity: College Application Process

Grade: 12th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 3** (Use time-management, organizational and study skills)
- **B-LS 5** (Apply media and technology skills)
- **B-LS 9** (Gather evidence and consider multiple perspectives to make informed decisions)
- **B-SMS 7** (Demonstrate effective coping skills when faced with a problem)
- **B-SS 1** (Use effective oral and written communication skills and listening skills)

Learning Objective(s) (aligns with competency):

1. Students will create an account for the Common Application.
2. Students will understand the college application process and the timeline for applying to college.
3. Students will gain a basic understanding of the Financial Aid process and be able to identify upcoming events.
4. Non-college bound students will be able to identify and outline a clear plan for career readiness.

Materials: Chromebooks, Common Application Website, Senior Timeline handout

Procedure:

- Counselor will lead the students through a senior timeline, outlining important dates and deadlines.
- Students will be asked to classify their future goals into one of three categories: College, Career, or Military.
- Students will be broken into two groups: College and Career/Military.
- Counselor will ask all students in the College Group to open the Common Application site and begin to enter basic demographic information to create an account.
- Students in the Career/Military group will be asked to complete a worksheet through google docs to identify interests and begin a resume. If students have a completed resume already, they will be asked to open it and revise according to the information on the worksheet.
- Counselor will lead the College group through the basic addition of colleges to the Common Application.
- Both groups will come together to finalize and highlight areas of the senior timeline they must complete.
- As time allows, groups will come together to discuss what it feels like to be taking the next step in their lives.

Plan for Evaluation:

Process Data:

- Approximately 175 Senior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Each student will understand what items they must check off on the senior timeline in order to meet their individual college and career goals.
- Students will understand the value of technology in helping them meet their individual goals.
- College-bound students will see the college application process as more accessible and understandable.
- Career-bound students will explore and outline their goals to find clarity.

Outcome Data:

- 100% of students will understand the senior timeline.
- 50% of students will create a Common Application account.
- 100% of students will highlight items on the senior timeline that are applicable to their individual goals.

Follow-Up:

- Counselors will meet individually with each senior individually to take the next steps in their timeline and college/career readiness plans.

Lesson Plan

School Counselor: Joe Hussar

Marking Period 2

Activity: Decision Day 1

Grade: 12th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 7** (Identify long- and short-term academic, career and social/emotional goals)
- **B-LS 9** (Gather evidence and consider multiple perspectives to make informed decisions)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)

Learning Objective(s) (aligns with competency):

1. Students will complete a college application, complete their resume or commit to a branch of the military.
2. Students will understand the importance of gaining information and meeting deadlines, as it pertains to future goals.
3. Students will understand the next steps involved in following the future path they identify.

Materials: Chromebooks, Common Application Website, Senior Timeline handout, examples of resume

Procedure:

- Counselor will guide students in completing a resume or application, if they have not already done so.
- Students will be asked to classify their future goals into one of three categories: College, Career, or Military.
- Students will be broken into two groups: College and Career/Military.
- Counselor will provide students that have completed this task with a chocolate candy for successful completion of this goal.

Plan for Evaluation:

Process Data:

- Approximately 175 Senior students will receive this lesson during their ELA class (approximately 20 minutes).

Perception Data

- Each student will understand what items they must check off on the senior timeline in order to meet their individual college and career goals.
- Students will understand the importance of meeting deadlines and gathering information.
- College-bound students will see the college application process as more accessible and understandable.

- Career-bound students will gain self-confidence after seeing their qualifications in resume form

Outcome Data:

- 100% of students will understand the senior timeline.
- 50% of students will create a Common Application account.
- 100% of students will highlight items on the senior timeline that are applicable to their individual goals.

Follow-Up:

- Counselors will meet individually with each senior individually to take the next steps in their timeline and college/career readiness plans.

Lesson Plan

School Counselor: Joe Hussar

Marking Period 3

Activity: Senior Exit Survey

Grade: 12th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong 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)
- **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-SMS 1** (Demonstrate ability to assume responsibility)
- **B-SMS 4** (Demonstrate ability to delay immediate gratification for long-term rewards)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)
- **B-SMS 10** (Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities)

Learning Objective(s) (aligns with competency):

1. Students will be aware of their post-graduation plans (both “what” and “where”).
2. Students will understand that they have achieved something or grown academically/socially through their time/experiences at BHS.

Materials: Senior Exit Survey, any necessary technology, or paper/pens/pencils

Procedure:

- Counselor will provide students with the materials needed to complete the survey.
- Students will identify the “what” and “where” of their post-graduation plans. (“What” may include College, Career, or Military) (“Where” may include a specific location/detailed information about plans) (B-LS 1, B-LS 7, B-SMS 1, B-SMS 4, B-SMS 5, B-SMS 10)
- Students will provide information about and reflect on their time at BHS (may include info on their academic, social, or other experiences in the form of open-ended, closed-ended, and scaled responses.) (M 2, M 4, M 5, M 6)

Plan for Evaluation:

Process Data:

- Approximately 175 Senior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Students will have more self-confidence after identifying their intended path and seeing how far they have come. (M 2)
- Students will understand that they must move forward beyond high school in some capacity to be successful in life. (M 4)
- Students will have a heightened awareness about what they can do, having reflected on where they have been. (M 5)
- Students will have a positive outlook on their path ahead. (M 6)

Outcome Data:

- 100% of students will identify the “what” of their post-graduation plans.
- 75% of students will identify the “where” of their post-graduation plans.
- 50% of students will reflect on their experiences at BHS

Follow-Up:

- Counselors will meet individually with each senior individually to take the next steps in their timeline and college/career readiness plans.

Lesson Plan

School Counselor: Joe Hussar

Marking Period 4

Activity: Decision Day 2

Grade(s): 12th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 6** (set high standards of quality)
- **B-SS 2** (Create positive and supportive relationships with other students)
- **B-SS 4** (Demonstrate empathy)

Learning Objective(s) (aligns with competency):

1. Students will create either a pennant, banner or paycheck for display, based on their future goals.
2. Students will create talking points and understanding towards their peers as they see what their future plans are
3. Students will understand the finality of high school and recognize the importance of finishing strong.

Materials: Pennants, flags, cardboard paychecks, crayons, colored pencils

Procedure:

- Counselor will direct students to fill out either a flag, paycheck or banner based on their future plans.
- Students will be asked to classify their future goals into one of three categories: College, Career, or Military.
- Students will decorate their banner, flag or paycheck in a way that best represents their school, career or branch of military.
- Counselor will post student's banners, paychecks and flags around the school to show the importance of future plans.
- Students will have the opportunity to see the plans and discuss future goals of their peers.

Plan for Evaluation:

Process Data:

- Approximately 175 Senior students will receive this lesson during one half of their first block class (approximately 40 minutes).

Perception Data

- Students will take pride in their future plans
- Students will bond with their peers as they understand their future plans.
- Students will use their creativity to produce a product that exemplifies their unique qualities as well as

their future placement.

Outcome Data:

- 100% of students will identify their next plan
- 100% of students will have the opportunity to uniquely represent their future plans.

Follow-Up:

- Counselors will post completed projects around the school for all to see.

HIGH SCHOOL COUNSELOR CALENDAR

Ongoing responsibilities

Task	Responsible
Schedule parent-teacher meetings to discuss academic, social, and emotional issues and interventions	High School Counselors, Student Assistance Counselor
Adjust schedules	High School Counselors
Meet with all students mandated for counseling by IEP	Student Assistance Counselor, School Psychologist
Meet with all students mandated for counseling by 504	High School Counselors
Administer and regulate 504 Plans	High School Counselors
Track student progress, update IEP goals and progress	Student Assistance Counselor, School Psychologist
Attend meetings for all students with IEPs or 504s	High School Counselors, Student Assistance Counselor, School Psychologist
Attend Superintendent Hearings for students facing suspension	High School Counselors
Collect PST referrals, run PST meetings	Greg Cizack, School Psychologist
Letters of Recommendation – college and scholarships	High School Counselors
Track all college applications	High School Counselors, Counseling Secretary
Regular meetings to determine scholarship and award recipients	High School Counselors, College and Career Counselor
Meet with probation to discuss open cases	Korzelius, Rogers, High School Counselors
Meet with CPS for students interviews	High School Counselors, Student Assistant Counselor, School Psychologist
Crisis Counseling	High School Counselors, Student Assistant Counselor, School Psychologist
Monthly newsletter articles by grade level (Crumity – Freshmen; Cizak– Sophomores; Garner-Juniors; Hussar– Seniors)	High School Counselors
Follow up on bullying referrals and meet with offenders	High School Counselors

Monitor halls and exits during lockdown situations	High School Counselors, Student Assistant Counselor, School Psychologist
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August

Task	Responsible
Balance classes	High School Counselors
Final schedules mailed to all students	Clerical Staff
Parent/Student meetings for schedule changes	High School Counselors
Update college application forms for seniors	High School Counselors
New student registration (tours, schedules, verifying previous school's transcripts)	High School Counselors
Copy schedule change forms, college application forms, etc.	Counseling Center Secretary
NCAA verification	Garner
Meet with families of students that failed grade	High School Counselors
Modify and update four year plans of summer school students	High School Counselors
Create update list of Regents exam requests for January Regents	High School Counselors
Review BOCES results	High School Counselors
Reschedule students that did not pass summer school	High School Counselors
Petition principal for credit recovery options	High School Counselors
Schedule initial senior credit checks	High School Counselors
Verify grade status for each student based on number of credits earned	High School Counselors
Confirm four year plan accuracy with transcript	High School Counselors
Senior parent meetings re: credits, college, etc	High School Counselors
Update changes and registrations for BOCES, GED, and Academy enrollments	Counseling Center Secretary

September

Task	Responsible
First six school days – schedule changes	High School Counselors
Distribute 504 plans to all teachers. Set up a schedule for any 504 mandated counseling.	High School Counselors, Student Assistant Counselor
Begin meeting with seniors for credit review	High School Counselors
Present in Senior class rooms about college application process	High School Counselors
Present in Junior classrooms (and Honors Sophomore classrooms) about PSAT.	Garner
Present in Sophomore class rooms about HOBY, Foreign Exchange.	Garner
Begin HOBY process with Pat Burk. Ask the principal how many students BHS will send to HOBY.	Garner
Attend Operation Inform	High School Counselors

October

Task	Responsible
Continue to advertise PSAT – collect application fees and registrations	Career College Counselor, Counseling Secretary, Garner
Order additional PSAT materials from Collegeboard.org	Garner
Set up administration of PSAT	Counseling Center Secretary, Garner
Create list of students who need to take January Regents and submit to Julia Rogers	High School Counselors
Letters to students who are failing one or more classes on interim report	Counseling Center Secretary & High School Counselors
Continue meeting with seniors for credit reviews	High School Counselors
Publicize and hold meeting with sophomores interested in Foreign exchange program	Garner
Present in Junior classrooms about college application process	Garner

November

Task	Responsible
Remind seniors that applications are due by Thanksgiving break	High School Counselors

Complete college recommendation letters and applications – check SUNY App, Common App, Sendedu, etc.	High School Counselors
PSAT Administration	Garner
Secure speakers from college or university for Academic Planning Night in January	High School Counselors
Notify electives teachers about Academic Planning Night elective fair	High School Counselors
Letters to students who are failing one or more classes on report card	Counseling Center Secretary & High School Counselors
Present in Freshman class rooms about credits, graduation requirements.	Crumity

December

Task	Responsible
Begin meeting with 9 th , 10 th , and 11 th graders for schedule requests for next year	High School Counselors
Meet with all 504 students to finalize testing modifications for Mid-Term exams and January Regents	High School Counselors
Finalize media requests and needs, signage, and refreshments for Academic Planning Night	High School Counselors
Letters to students who are failing one or more classes on interim report	Counseling Center Secretary & High School Counselors

January

Task	Responsible
ACADEMIC PLANNING NIGHT	High School Counselors
Visit Middle School to present information about transcripts, schedules, and high school.	High School Counselors
Complete schedule requests for all high school students	High School Counselors
Data entry all schedule requests into Schooltool	High School Counselors
Distribute PSAT results to Juniors	High School Counselors
Letters to students who are failing one or more classes on report card	Counseling Center Secretary & High School Counselors
Present Naviance Career inventory in freshmen classrooms	Crumity

February

TASK	Responsible
Meet to discuss Senior scholarships	High School Counselors, College and Career Counselor, Vice Principals, Principal
Hold meetings with students in danger of failing one or more classes	High School Counselors
Schedule Senior at Risk meetings with all seniors failing a graduation requirement.	High School Counselors, Vice Principals, Principal
Send Mid-year reports for college applications	High School Counselors & Counseling Center Secretary
Create June Regents and RCT “exam only” schedule and send to administration	High School Counselors
Adjust schedules for completed semester-long courses	High School Counselors
Promote and schedule BOCES visits for students interested in attending the program next year	College and Career Counselor, High School Counselors
Chaperone BOCES visits with students	College and Career Counselor, High School Counselors

March

Task	Responsible
Senior at Risk Credit Review meetings with parents and administration	High School Counselors
Meet to choose junior scholarship recipients	College and Career Counselor, High School Counselors
Letters to students who are failing one or more classes on interim report	Counseling Center Secretary & High School Counselors
College application presentations in junior classrooms	Garner
Update next year’s schedules based on department and requests	High School Counselors

Collaborate with Special Education department to schedule Students with Disabilities	High School Counselors
Schedule Senior Meeting for May	Hussar
Present in Senior class rooms about college application process	Hussar

April

Task	Responsible
Senior at Risk Credit Review meetings with parents and administration	High School Counselors
Letters to students who are failing one or more classes on report card	Counseling Center Secretar & High School Counselors
Order PSAT materials for next year's administration	Counseling Center Secretary & Garner
Select Senior Scholarships	College and Career Counselor & High School Counselors
Attend CSE meetings	High School Counselors, Special Assistant Counselor, School Psychologist
Attend GCC and GVEP luncheon	High School Counselors, Special Assistant Counselor, Counseling Center Counselor
Present in Junior classrooms about college application process	Garner

May

Task	Responsible
Present in Senior class rooms about What to Expect in College	Hussar
Letters to students who are failing one or more classes on interim report	Counseling Center Secretary & High School Counselors
Meet with all 504 students to finalize testing modifications for Mid-Term exams and January Regents	High School Counselors
Hold senior meeting to finalize students' college and major choices	Counseling Center Secretary

Select Senior Scholarships	College and Career Counselor & High School Counselors
Attend CSE & 504 meetings	High School Counselors, Student Assistant Counselor, School Psychologist
Meet with students in danger of being retained	High School Counselors
Attend graduation meetings and plan event	High School Counselors
Balance classes for next year	High School Counselors

June

Task	Responsible
Attend graduation meetings and plan event	High School Counselors
Attend and participate in graduation rehearsal and graduation	High School Counselors, College and Career Center Counselor, Counseling Secretary
Create preliminary summer school lists	High School Counselors
Place calls to students and parents regarding failed classes and exams	High School Counselors
Meet with seniors who cannot graduate (and their families) to discuss options for credit recovery	High School Counselors
Complete balancing classes for next year	High School Counselors
Send schedules for next year to all students	Clerical Staff

July

Task	Responsible
Review report cards for errors	High School Counselors
Review BOCES results	High School Counselors
Finalize summer school list and enroll students in summer school	High School Counselors

Confirm four year plan accuracy with transcript	High School Counselors
Prepare and certify senior transcripts to send to colleges for final decisions	High School Counselors
Meet with any new entrant parents and students about placement and schedule for next year (tours, transportation, verifying previous school's transcripts, etc.)	High School Counselors, Counseling Center Secretary
Verify grade status for each student based on number of credits earned	High School Counselors
Petition principal for credit recovery options	High School Counselors
Meet with families of students being retained	High School Counselors
Continue to balance classes for next year	High School Counselors
Meet with families re: potential alternative placement (GED, Academy, etc)	High School Counselors
Purge senior folders	Counseling Center Secretary
Meet with Middle School Counselors to discuss upcoming ninth graders	High School Counselors
Create a list of students that are in need of retaking regents exams in August or January (if not offered in August)	High School Counselors
Identify 504 and DSS students that are interested in taking any CollegeBoard exams (AP, PSAT, SAT) and mail consent forms to apply for testing accommodations	Hussar

Appendix A

School Closure District Resources

Batavia City School District resources for parents, students, and staff:

<https://www.bataviacsd.org/domain/625>

Jackson Primary School Counseling Center Resources and Webpage:

<https://drive.google.com/drive/folders/1eknRth9Ai3qVLVbGT1tWUbOR2glQn5sm>

<https://sites.google.com/bataviacsd.org/jacksonprimarycounseling/?pli=1&authuser=1>

John Kennedy Intermediate School Counseling Center Resources and Webpage:

<https://drive.google.com/drive/folders/1bjlCEmWT-3GOhx5RaY5rhPlOvn1Fd1Uu>

<https://sites.google.com/s/0B52JXERlQTx6Yk11QjBvbIjrT0k/p/0B52JXERlQTx6NW9CTWNmLXZaSU0/edit?ths=true>

Batavia Middle School Counseling Center Resources and Webpage:

<https://drive.google.com/drive/folders/1qv2l9Wno67OFuCC6VepMxJqA1md40DDI>

<https://www.bataviacsd.org/Page/7557>

Batavia High School Counseling Center Resources and Webpage:

<https://drive.google.com/drive/folders/1h4lWLUI6HcoaOoSrkIE7CaZwgyhSYzdX>

<https://www.bataviacsd.org/Page/674>

Tolerance Resources for Parents and Educators on Race & Ethnicity

https://docs.google.com/document/d/1SQKfyx_KMQzjsjH_hUAELcOpBScm6POwJBgl5DJT_Ko/edit?ts=5f19a0fe#heading=h.vh0xy25vz28l

Appendix B

Advisory Council Member List

Last	First	Role
Bartz	Christian	Parent and Community Member
Burk	Patrick	BOE President
Chua	Allison	Parent
Deneka	Kelly	School Psychologist
Finnigan	Trisha	Administrator
Garner	Kelly	School Counselor
Knapp	Eric	School Counselor
Leone	Lindsay	School Counselor
Mayers	Nicole	School Counselor
Roba	Barb	School Counselor
Shuskey	Karen	Teacher
Krumpek	Bernadette	School Counselor
Wasilewski	Julie	School Counselor
Restivo	Linda	Teacher
Berry	Jean	Parent and substitute teacher
Crumity	Sherry	School Counselor
Hale	Lyndzi	School Counselor
Hammond	Christopher	School Counselor
Gahagan	Sarah	Teacher
Henry	Juanita	GRTC Director
Ciszak	Gregory	School Counselor
Bamann	Carina	School Counselor

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