

Manhasset School District School Counseling Plan 2024-2025



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New York State Part 100.2(j) Regulations: ***School Counseling and Guidance Programs***

Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the commissioner's regulations.

For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate and be designed to address multiple student competencies including *career/college readiness standards*, and *academic* and *social/emotional development standards*. The comprehensive developmental school counseling/guidance program (program) shall include the following activities or services:

1. In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service provider for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns and, where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted support.
2. For students in grades six through 12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program.
3. School counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
4. Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the commissioner's regulations from providing other direct student services within their applicable scope of practice;
5. Indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans, which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the

Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district’s website.

6. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional learning planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
7. Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the commissioner’s regulations or where licensure is required under title VIII of the Education Law.

New York State Learning Standards

Learning standards for school counseling programs facilitate student development in three broad domains: *academic development*, *career development* and *personal/social development*. Following are the nine national standards adopted by New York State.

Domain: Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Domain: Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training and the world of work.

Domain: Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

The Manhasset School District counseling program consists of various activities, each of which has been designed to address the needs of students individually, or in groups. Each of these activities is described in the Delivery System.

Five Core Social/Emotional Competencies

(Identified by the Collaborative for Academic, Social and Emotional Learning (CASEL), 2017)

Self-Awareness: Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management: Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges. Social Awareness Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

Relationship Skills: Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.

Responsible Decision-Making: Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and

others into consideration. Responsible decision making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

Manhasset School District
Comprehensive School Counseling Plan
Essential Elements

New York State Commissioner’s Part 100.2 (j) regulation states that each school district must have a written Counseling Plan. The Manhasset School District Comprehensive Counseling Plan has been designed with the American School Counseling Association (ASCA) model in mind and will, over time, be evaluated and revised to identify areas of strength and areas that need further attention. As recommended by ASCA, a School Counseling Plan must contain four *essential elements* which are:

Foundation

Delivery System

Management System

Accountability System

The Foundation

The foundation of a School Counseling Plan includes the Mission and Vision Statements of the Manhasset School District and beliefs of the Counseling Department. The Mission Statement will support the school district mission and vision statements and identify the ways in which the Counseling Plan will support that statement.

Manhasset School District Mission and Vision Statements

Mission

The Manhasset School District recognizes each child as an individual with the potential to achieve his/her/their personal best. We are committed to guiding our students on their unique educational journeys by nurturing their abilities and encouraging a growth mindset, while challenging and supporting their academic development and fostering their social-emotional and physical well-being. We celebrate diversity, an inclusive learning environment, and respect for others as important components in developing global citizens.

Vision

The Manhasset School District prepares each student for a continuously changing world by cultivating passion for discovery, creativity in solving problems, wisdom in making decisions, a willingness to take measured risks, and perseverance in the face of adversity. We foster independent thinkers who work collaboratively, respect each other's individuality, and embody integrity, honesty, empathy and compassion. Our students will be able to succeed today with the self-confidence, motivation and resiliency to succeed tomorrow.

Manhasset School Counseling Department Mission and Vision Statements

Mission

In support of the Manhasset School District, the mission of the Manhasset School Counseling Department seeks to assist all students in the acquisition of the academic, career, and personal/social skills required to become successful students and, ultimately, responsible citizens. To do so, a comprehensive, developmentally appropriate school counseling program has been developed to address the individual and collective needs of all students. In addition to assisting students directly, the members of the Counseling Department are committed to working in partnership with members of the administration, faculty, parents/guardians, and members of the community.

Vision

It is the vision of our Counseling Department to present to the world confident and well-rounded young adults who are dedicated to their academic, social and emotional success through sharing their talents and compassion with others. We foster the education of the whole student in mind, heart and body so that our Manhasset students can be influential and respectful global citizens.

Manhasset School Counseling Department Philosophy

Manhasset school counselors believe that all students, given their individual abilities, have the potential to become successful learners and that every student should be given the opportunity to reach his or her full potential. To assist students in this endeavor, we believe that every student should have access to and the support of a certified school counselor who is committed to the goals inherent to the development and delivery of a comprehensive school counseling program.

As counselors, we believe:

- All students can learn and should be given the opportunity to do so in a safe and supportive environment.
- Students do not all learn at the same pace or in the same way. It is important to take these differences into account when working with students and to support the efforts and accomplishments of each student.
- All students have the right to participate in a school counseling program that addresses their current academic, personal and career development needs and assists in the development and implementation of their post-secondary academic and career goals.
- All students have the right to be respected for who they are and, in turn, all students have a responsibility to respect the individuality and or diversity of others.
- Learning is not limited to the academic domain of a student's development. Learning also includes the development of a student's social and emotional growth as well as the investigation of college and career awareness and planning.
- Students are expected to actively participate in the learning process and accept responsibility for their actions and behaviors.
- The primary role of the school counselor is to work to ensure that each student has an opportunity to be successful and to advocate on behalf of students as we work collaboratively with parents, faculty, administrators, and members of the community.
- It is the responsibility of the school counselor to adhere to the Ethical Standards for School Counselors as promoted by the American School Counselor Association (ASCA).
- It is the responsibility of the school counselor to participate in meaningful, on-going professional development activities.
- It is the responsibility of the school counselor to participate in the annual evaluation of the School Counseling program.

The Delivery System

The process for delivery of the New York Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: individual student planning, school counseling curriculum, responsive services, and system support.

The delivery system identifies each of the activities that make up the comprehensive School Counseling Plan and the method by which each is delivered. These delivery methods include direct student services (individual student planning, school counseling curriculum, responsive services) and indirect student services (responsive services and system support). For each activity outlined in this document, the following information will be included:

- *Name of the activity*
- *A timeline for delivery and the staff involved in the delivery of the service*
- *The targeted domain(s)*
- *The students for whom the activity has been designed*
- *Mindset and Behavior Standards*
- *A description of the activity*
- *Behavior Standards*
- *Evaluation*
- *Resources used and preparation involved*
- *Method of evaluation*
- *Delivery System*

Direct Student Services

Direct student services are in-person interactions that take place between the counselor and student(s). These activities are designed to allow the counselor to support the student(s) as they develop the knowledge, skills, and attitudes identified in the domains and standards of the New York State Learning Standards.

Individual Student Planning

Appraisal: Counselors work with students to review and appraise their achievement, interests, abilities, and skills.

Advisement: Counselors work with students, individually or in small groups, to help them make decisions related to future planning.

School Counseling Curriculum

Small Group Activities: Counselors meet with students in their respective caseloads for the purpose of providing them with information related to their academic, personal/social, or career development.

Classroom (Large Group) Activities: Counselors will meet with students in their classrooms or other large group settings for the purpose of providing them with information related to their academic, personal/social, or career development.

Responsive Services

Personal Counseling: Counselors work directly with students individually or in small groups to address personal concerns.

Crisis Counseling: Counselors provide support to students, families or staff in order to address an immediate crisis.

Indirect Student Services

Indirect student services are activities designed to provide services on behalf of students as a result of the counselor's interaction with others. These activities may address the needs of individual students or may address the needs of the entire student population.

Responsive Services

Referrals: Counselors will refer students and their families to appropriate resources in the school or community, as needed. A referral can be made for academic, personal, or career development purposes.

Consultation: School counselors will work with families, school staff and community agencies to gather and/or share information that is designed to support the student's academic, personal/social or career development. When necessary, intervention strategies are designed for the student. The counselor will serve as an advocate for the student when consulting with others.

System Support

Professional Development: Counselors will identify personal goals and participate in activities designed to increase their knowledge of best counseling practices.

Program Awareness: Counselors will provide updates and information regarding the counseling programs to the greater community via updates to the School Community Association (SCA), our website, monthly reminders and presentations.

Parent Programs: Counselors develop and conduct programs designed specifically to provide parents/guardians with information about the counseling program and about the activities in which their children will be involved.

The Wellness Team

In an effort to meet the needs of our students in the most efficient and effective ways possible, the Manhasset School District developed the concept of the Wellness Team at the district and building levels. Members of this team include School Counselors, Social Workers, Psychologists, School Nurses and Administrators. Each member works in collaboration with the student and his/her/their families to ensure proper school-based and community-based supports are in place. The Wellness Team operates on a 3-Tiered Intervention System (Gorski, D. (2020, Nov.). *The RTI Network*. <http://www.rtinetwork.org/essential/tieredinstruction>). **Tier I** encompass Core Classroom Instruction, **Tier II** encompasses Targeted Small Group Instruction and **Tier III** includes intensive individual attention.

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career

Readiness for Every Student

The Delivery System includes Mindset and Behavior Standards for each of the services developed for students and they describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national levels to reflect the district's local priorities. School counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups, and activities addressing individual student's needs.

Category 1: Mindset Standards

School Counselors encourage the following mindsets for all students:

- M1.** Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.
- M2.** Self-confidence in the ability to succeed.
- M3.** Sense of belonging in the school environment.
- M4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success.

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

M6. Positive attitude towards work and learning.

Category 2: Behavior Standards

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

Academic Learning Standards	Self-Management Standards	Social/Emotional Standards
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume Responsibility	B-SS 1. Use effective oral and written communication and listening skills
B-LS 2. Demonstrate Creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create positive and supportive relationships with adults who support success
B-LS 4. Apply self-motivation and self-direction in learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long and short term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the

informed decisions		situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situation and responsibilities	

Management System

In order to ensure that each of the activities identified in the Delivery System are efficiently and effectively delivered to each student, a management system must be developed. The Management System is blended with the Delivery System and will include the organization of the processes and tools needed to deliver the school counseling program. The Management System will include: an activities calendar, a monthly calendar of events, a management agreement, use of data, and time and task analysis.

Activities Calendars have been created to identify district-wide counseling plan activities, as well as activities that are specific to the elementary and/or secondary schools. Calendars have also been developed to identify activities at each grade level, K-12.

Management Agreements are developed between the counselors and the administrator in charge of the school counseling program. This agreement can include, but is not limited to the following: a breakdown of the students for whom the counselor will assume responsibility, counselor use of time, departmental goals, counselor participation in department activities, areas of professional development, department meetings.

Data is used by counselors to develop and assess the activities included in the counseling plan.

Use of Time: It is recommended that counselors spend approximately 80% of their time involved in the delivery of direct or indirect student services. A list of appropriate and inappropriate counselor activities is available in The ASCA National Model. The following chart contains the basic time that is recommended by ASCA for the delivery of school counselor services. When necessary, the allocation of time can and should be adjusted to meet student and counselor needs.

Component	Elementary	Middle	High School
<i>Individual Student Planning</i>	5%-10%	15%-25%	25%-35%
<i>Counselor Curriculum</i>	35%-45%	25%-35%	15%-25%

<i>Responsive Services</i>	30%-40%	30%-40%	25%-35%
<i>System Support</i>	10%-20%	10%-20%	15%-25%

DISTRICT-WIDE CORE COUNSELING PLAN K-12

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Back To School Night		X										
CPS Referrals		X	X	X	X	X	X	X	X	X	X	
Crisis Intervention/Counseling		X	X	X	X	X	X	X	X	X	X	
CSE/504 Meeting Participation		X	X	X	X	X	X	X	X	X	X	
Cumulative Record Maintenance	X	X	X	X	X	X	X	X	X	X	X	X
Home Visits		X	X	X	X	X	X	X	X	X	X	
Individual Counseling		X	X	X	X	X	X	X	X	X	X	
Student Review Team (SRT) Meetings		X	X	X	X	X	X	X	X	X	X	
Instructional Support Team (IST) Meetings		X	X	X	X	X	X	X	X	X	X	
Open House Programs		X										
Parent/Teacher Conferences					X		X					
Personal Goal Setting/Review			X	X		X		X		X		
Professional Development	X	X	X	X	X	X	X	X	X	X	X	X
Professional Memberships	X	X	X	X	X	X	X	X	X	X	X	X
Transfer Students	X	X	X	X	X	X	X	X	X	X	X	X



Back to School Night

Domain: Academic/Personal/Social
Target Group: All Students/Families

Timeline: September
Duration: 2 hours

Staff: Administrators, Teachers
 Support Staff, SCA

Mindset: 1
Objective: To provide parents/guardians with an opportunity to meet their child’s teacher(s) for the purpose of providing them with information related to academic and social emotional objectives of the curriculum.
Description: Multiple Grade Level Back to School Night events are conducted during the month of September. The evening is structured in such a way as to allow parents to visit with the primary teacher as well as those members of the staff with whom their child may meet for individual or group academic or personal support services or for enrichment courses. Parents have an opportunity to meet with the school counselor, social worker, psychologist, and members of the School Community Association (SCA).
Resources: Teacher handouts, overview of school counseling program, SCA handouts
Behavior Standards: LS 8, SMS 2, SS 2, 3
Evaluation: Parent and teacher feedback
Preparation: Posting of event on district calendar, preparation of material by individual teachers
Delivery System: Indirect Student Services-System Support

Child Protective Services (CPS)

Domain: Personal/Social/Academic
Target Group: Individual Students, as needed

Timeline: September-June
Duration: Varies

Staff: Counselors, Social Workers
 School Psychologist

Mindset: 1
Description: As mandated reporters, counselors and social workers will contact CPS to report a suspected case of physical, emotional, or educational abuse/neglect. Information about a suspected case can come from the student him/herself or from a report received from a teacher, the nurse, or any other individual in the school building. When contact is deemed necessary, the building principal is notified and, if necessary, the nurse will meet with the student to confirm physical abuse. If the case is accepted by CPS, the counselor and/or social worker will meet with and remain with the case worker when he/she/they visits the school to meet with the child. The counselor and or social worker will remain in contact with the case worker until the case is closed and monitor the student in whatever way necessary.
Resources: Student self-report, teacher/counselor observations, CPS Referral Form, student records, if requested.
Behavior Standards: SMS 9
Evaluation: The intervention of Child Protective Services is intended to ensure that a child is safe and that his/her/their needs are being met. The counselor will maintain on-going monitoring of the student.
Preparation: Compilation of data/information related to the report and subsequent contact with CPS; completion of CPS report
Delivery System: Direct Student Services-Referral

Crisis Counseling

Domain: Academic/Personal/Social/Career Dev.
Target Group: Individual Students, as needed

Timeline: September-June
Duration: Varies

Staff: Counselors, Social Worker, Psychologist

Mindset: 1
Description: Crisis counseling can take place at any time and can be initiated by the student himself/herself/themselves, by a teacher, administrator, or parent. Meeting with the student allows the counselor, or other service provider, to assess the severity of the situation at hand and to determine what the next steps might be. Next steps will vary significantly in nature and can range, in less serious situations, from allowing the student to talk through the issue and agree to meet with the counselor for follow up meetings or, in the most extreme cases, to contacting the parent/guardian with a recommendation that the student be evaluated medically or psychologically.
Resources: Student self-reported concern(s)
Behavior Standard: SMS 6, 7, SS 3, 9
Evaluation: Counselor or other service provider will follow up with the student and his/her/their family.
Preparation: Counselor/Social Worker education.
Delivery System: Direct Student Services-Crisis Counseling

Committee on Special Education (CSE)/Section 504 Meetings

Domain: Academic/Personal/Social
Target Group: Classified Students

Timeline: September -June
Duration: 40 minutes

Staff: CSE/504 Chair, Parent, Counselor, Special/Regular Education Students with 504 Plans, Teachers, Service Providers

Mindset: 1
Description: CSE meetings or 504 Eligibility/Annual Review meetings are attended by a variety of individuals, all of whom make contributions to the discussion. Counselors provide an overview of the student's academic progress, in general, as well as the student's progress toward meeting graduation requirements. The counselor will provide an update on the student's progress in meeting desired goals. Counselors provide information related to scheduling and, if requested, will provide information on vocational programs. At the secondary level, the counselors are required to update IEP Direct with information related to Transition Services, which include a coordinated set of activities leading to the student's successful transition through the secondary school.
Resources: IEP, 504 Plan, report cards, progress reports, teacher updates, attendance record, transcript
Behavior Standard: LS 3, 7, SMS 6, SS 3
Evaluation: On-going monitoring of student achievement and progress by the counselor and primary teacher.
Preparation: Counselors collect material, including schedules, transcripts, report cards and progress reports, which are forwarded to the Special Education office for inclusion in the packets provided to the meeting participants.
Delivery System: Direct Student Services- Individual Student Planning

Goal Setting and Professional Development

Domain: Academic/Personal/Social/Career Dev.

Timeline: September - June

Staff: Counselors,

Target Group: All Counselors

Duration: Varies by activity

Director

Objective: To expand the counselor's knowledge across a broad spectrum of issues.
Description: At the start of each school-year, counselors meet with the director to discuss possible goals for the year and to identify the professional development activities that would assist the counselor in meeting those goals. As per the Manhasset teacher contract, an initial meeting will take place by October 15th with subsequent follow up meetings. With the approval of the director, counselors may participate in Professional Development activities during the summer months.
Resources: Resources will vary by counselor and the individual goals established. In general, they might include webinars, professional meetings, professional literature, campus visits, interviews, websites, etc.
Expected Outcome: To maintain and develop counselor competences in order to meet the needs of students.
Evaluation: Completion of expected outcomes/projects related to individual goal setting
Preparation: Varies by activity
Delivery System: Indirect Student Service-System Support

Home Visits

Domain: Academic/Personal/Social

Timeline: September -June

Staff: Counselor, Social Worker,

Target Group: Individual Student, as needed

Duration: Varies

Administrator

Mindset: 1
Description: When deemed necessary, home visits are conducted by the counselor and one other member of the staff. The presenting issue/concern will be addressed with the student and parent, who will be enlisted to support the efforts of the school in reaching a resolution. In cases involving non-attendance, the counselor will work with the parent and student to develop a plan to help the student transition back to school. Students are often transitioned back to school through the Counseling Office, where they will spend time completing work provided by their teacher(s). If an outside therapist is currently working with the student, the counselor will ask for a signed release form so that direct contact can be made with the service provider. If deemed appropriate, a referral will be made if there is no current intervention.
Resources: Attendance and academic records, referral information.
Behavior Standard: SMS 6
Evaluation: On-going student monitoring by counselor or other staff, resolution of presenting issue
Preparation: Collect material related to the concern; report cards, progress reports, attendance records
Delivery System: Direct Student Services-Responsive Services

Student Review Team (SRT) Meetings

Domain: Academic/Social/Emotional
Target Group: Identified Students

Timeline: September - June
Duration: 40-80 minutes

Staff: Counselors, Social Workers,
 Asst. Principal, Director of School
 Counseling, Psychologists, Nurse

Mindset: 1
Description: SRT meetings are chaired by the Director of School Counseling Services or another designated member of the Wellness Team, who will arrange for the delivery of student concerns by way of agenda and follow up notes. Counselors provide an overview of the student’s academic/social history as well as any other information that is determined to be relevant to an understanding of the student. The members of the support team will discuss the issues related to the student and recommendations are made for future action. Follow up meetings are scheduled once the recommended set of actions have been completed. Such meetings take place on all school levels in similar forms.
Resources: Referrals to meeting chair, report cards, progress reports, attendance records, standardized assessments, and teacher updates
Behavior Standard: SMS 6
Evaluation: Counselor and teacher monitoring
Preparation: Review student records, contact parent, obtain teacher updates
Delivery System: Indirect Student Services-Consultation

Instructional Support Team (IST) Meetings

Domain: Academic/Social/Emotional
Target Group: Identified Students

Timeline: September - June
Duration: 40 minutes

Staff: Principal, Counselor, Teachers,
 Assistant Principal, Coordinators,
 Director of Special Ed, Social Worker,
 Nurse

Mindset: 1
Description: IST meetings are chaired by the Director of School Counseling Services or another administrator who will arrange for the delivery of teacher updates. Counselors provide an overview of the student’s academic/social history as well as any other information that is determined to be relevant to an understanding of the student. Attending teacher reports are followed by a review of teacher updates obtained by the meeting chair. The members of the support team will discuss the issues related to the student and recommendations are made for future action. Follow up meetings are scheduled once the recommended set of actions have been completed.
Resources: Referral forms, report cards, progress reports, attendance records, standardized assessments, and teacher updates.
Behavior Standard: SMS 6
Evaluation: Counselor and teacher monitoring.
Preparation: Review student records, contact parent, obtain teacher updates
Delivery System: Indirect Student Services-Consultation

Individual Counseling

Domain: Academic/Social/Emotional, Career Dev.

Timeline: September - June

Staff: Counselors, Social

Target Group: Identified Students

Duration: Varies

Workers, Psychologists

Mindset: Depending on the nature of the presenting issue, any of the Mindsets could be appropriate
Description: A student can self-refer himself/herself/themselves for counseling services or the student can be referred by a parent, administrator, teacher, nurse, or coach. During the initial session, the counselor will seek to identify and understand the nature of the presenting issue. Together with the student, the counselor will help design a plan which can, depending on the nature of the issue, involve action on the part of the student alone or involve other members of the Wellness Team. Presenting issues are varied and are often related to: friendship, self-esteem, social skills, study skills, anger management, academic achievement, attendance, and decision making, among others. If upon first meeting with the student, the counselor determines the issue raised by the student is of a more serious nature, in that the student might be in imminent danger of harming himself/herself/themselves, the counselor will immediately notify the student's parent and an administrator. <i>Elementary completes both mandated and RTI counseling (Tier I, II, III) for 30-minute sessions.</i>
Resources: Student academic and attendance records, student self-report, parent input
Behavior Standard: Depending on the nature of the presenting issue, any Behavior Standard could be appropriate
Evaluation: Counselor monitoring, student and, if necessary, parent feedback
Preparation: Review student records
Delivery System: Direct Student Services-Responsive Services

Mandated IEP Counseling

Domain: Academic/Personal/Social

Timeline: September - June

Staff: Psychologists, Social

Target Group: Identified Classified Students

Duration: 40 minutes/week

Workers, Counselors

Mindset: 1
Description: The counselor, psychologist or social worker will meet with the student at a frequency established by the CSE. During each session, the counselor or social worker will address identified issues for the purpose of achieving established goals. At the conclusion of each counseling session the counselor/social worker will update the counseling log housed in IEP Direct. The goals of mandated counseling will differ for each student and could include one or more of the following: improved academic achievement, attendance, self-confidence, social, or management skills. At the secondary level, mandated counseling is usually provided in a one-on one setting. Small group counseling is more frequently recommended at the elementary school level.
Resources: IEP, student records
Behavior Standard: Will depend upon the counseling goal(s).
Evaluation: Counselor observation, student, parent, teacher feedback
Preparation: Review IEP counseling goals, review counseling log notes,
Delivery System: Direct Student Services-Responsive Services

Parent Teacher Conferences

Domain: Academic

Timeline: December

Staff: Administrators, Teachers,
Counselors

Target Group: All Parents/Guardians

Duration: 3 hours

Mindset: 1.
Description: A District-Wide Parent/Teacher conference day is held in December of each year. Parents schedule conferences with their child’s teacher(s) and or counselor using Teacher Reacher, an on-line scheduling system. Appointments are 20 minutes in duration and, during this time, teachers and counselors have an opportunity to share pertinent information with parents/guardians. Counselors will often meet with the parents of students who are experiencing some degree of academic difficulty and they will make recommendations with regard to steps the student might take to address and resolve presenting issues.
Resources: Teacher Reacher, report cards, teacher grade books, student schedules, transcripts
Behavior Standard: LS 3, SMS 1, 3, 5, 6
Evaluation: Parent feedback, teacher and counselor monitoring of student progress
Preparation: Review individual student records
Delivery System: Indirect Student Service –Collaboration

Professional Memberships

Domain: Academic/Personal/Social/Career Dev.

Timeline: September - June

Staff: Counselors

Target Group: All Counselors

Mindset: 1
Description: All counselors are members of the Nassau Counselor Association and the New York State School Counselors Association. High School counselors are also members of The New York State Association of College Admissions Counselors and the department is a member of The National Association of College Admissions Counselors.
Resources: Professional literature, seminars, workshops, webinars
Behavior Standard: N/A
Evaluation: Counselor participation in professional activities
Preparation: Maintain membership
Delivery System: Indirect Student Service-System Support

Transfer Students

Domain: Academic/Career Dev.

Timeline: September- June

Staff: Clerical Staff, Counselors

Target Group: Transfer Students

Duration: Ongoing

Mindset: 1
Description: Parents must complete and sign a withdrawal form and, if the transfer takes place during the school year, the student must obtain the signature of each teacher, as well as the librarian, to ensure that all books have been returned. This completed document, along with other student records, is placed in the student's cumulative file. Upon request, un-official documents will be provided to the parent. If this request includes special education documents, parents/guardians will be directed to the Special Education Office. At the secondary school, the counselor is responsible for ensuring that all final documents are included in the cumulative file. These will include the last report card, progress reports and the most recent transcript. A Change of Status form is completed and forwarded to select offices, including the Health Office, which will forward the student's health records to the Counseling Office. A follow up call is made to the parent if a request for student records is not received within 30 days.
Resources: Withdrawal Form, student academic records, student health records, Change of Status form
Behavior Standard: LS 8, 9
Evaluation: Student files are available, upon request, for submission to the student's new school
Preparation: Provide parents with Withdrawal Form, obtain health records, print all final academic records
Delivery System: Direct Student Services: Individual Student Planning

ELEMENTARY SCHOOL COUNSELING PLAN

K-6

Each of the activities indicated below is delivered to students at both Munsey Park and Shelter Rock elementary schools. The curriculum and lessons are constantly updated to meet the ever-changing needs of the students.

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Career Awareness				X			X					
Career Day				X								
Student Review Team (SRT)		X	X	X	X	X	X	X	X	X	X	
Instructional Support Team (IST)		X	X	X	X	X	X	X	X	X	X	
Classroom Lessons		X	X	X	X	X	X	X	X	X	X	
Group/Individual Counseling		X	X	X	X	X	X	X	X	X	X	
New Student Welcome Group		X										
Parent Workshops		X	X	X	X	X	X	X	X	X	X	
Staff Workshops		X	X									



Career Awareness

Domain: Career Development

Timeline: February

Staff: Counselor

Target Group: All 6th Grade Students

Duration: 30 minutes

Mindset: 6
Objective: Students will have an opportunity to begin the process of understanding the ways in which their interests might be related to careers.
Description: During this lesson, the counselor will introduce and review the concept of career awareness and how it relates to the skills the students are developing in school and in life. Each student will participate in a self-guided career interest inventory at the end of which they will complete an interest results tear out form. The counselor will review these results and use them to develop a list of careers to be included at the Career Day presentation.
Resources: Career Game, by Multimedia Career Exploration
Behavior Standard: BLS 7
Evaluation: Students will identify a career interest.
Preparation: Schedule classroom visits with teachers, prepare career inventory material.
Delivery System: Direct Student Service-School Counseling Curriculum

Career Day

Domain: Career Development

Timeline: November

Staff: Counselor, teachers,

Target Group: 6th Grade

Duration: 3 hours

parent volunteers

Mindset: 6
Objective: To increase student awareness of varying types of careers and the skills and the tasks associated with each.
Description: Based on student interests, presenters will be identified who represent career clusters. Each presenter will discuss his/her/their career with the students, allowing time for questions and answers. Depending on the career, the presenter will have hands on activities or visual aids. During the program, each group of students has an opportunity to attend three (3) presentations which are determined by the results of the student's individual career interest inventory.
Resources: Items provided by the presenters and community volunteers.
Behavior Standards: BLS 7
Evaluation: Student, teacher and volunteer feedback
Preparation: Identify parent volunteers, set up room schedules for volunteers, assign students into groups as per their identified interests.
Delivery System: Direct Student Services- Interdisciplinary Activity

Classroom Lessons

Need: All children have social/emotional needs that must be addressed in order to facilitate their individual and collective growth. With that in mind, the following lessons have been designed to address various academic, personal/social needs in an age appropriate manner. During the course of the year, the elementary school counselor will visit each class at each grade level in both Munsey Park and Shelter Rock Elementary Schools between two and three times for scheduled lessons. Upon the request of the classroom teacher, the counselor will return for follow-up lessons if it is determined that the students would benefit from having the same or a similar lesson repeated. With regard to the lessons involving bullying, each lesson is delivered in an age appropriate manner.

Preparation for classroom lessons takes place during the summer work days. In general, two/three days are devoted to reviewing and revising current lessons and developing new programs. An additional three to four hours is dedicated, each month, to the preparation of material used during the individual lessons.

Mindful Study Skills

Domain: Social/Emotional/Academic

Timeline: September - June

Staff: Counselor

Target Group: All K-1 Self-Contained Classroom

Duration: 30-40 Minutes

Mindset: 1, 2, 4, 6

Description: This project provides a curriculum that can be used by the classroom teacher to teach students about mindfulness and how it can be incorporated into their study skills. This curriculum will introduce the basic concepts of mindfulness and how it can be used to support students in their study skills. The curriculum outline is as follows: *Introduction (40 minutes), Self-Regulated Learning (30 minutes), Focus and Attention (30 minutes), Time Management (30 minutes), Study Space (30 minutes), Goal Setting (30 minutes), Stress Management (30 minutes)*

Resources: Curriculum guide

Behavior Standard: SMS 1, 5, 6, 7

Evaluation: Students will be able to create I-Messages, teacher feedback, teacher/counselor monitoring

Preparation: Schedule classroom visits, prepare material.

Delivery System: Direct Student Service- School Counseling Curriculum

My Feelings

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All K-1 Self-Contained Classrooms

Duration: 30 Minutes

Mindset: 1
Description: The counselor will conduct a lesson on expressing feelings that will include having the students create mini “I-Messages”. As an example, an I-Message might read: <i>I feel sad when I am left out of a game</i> or <i>I am happy when we share our toys</i> . Students will share their I-Messages.
Resources: I-Messages handout
Behavior Standard: SMS 2, 7
Evaluation: Students will be able to create I-Messages, teacher feedback, teacher/counselor monitoring
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service- School Counseling Curriculum

Personal Space Lesson

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All Kindergarten and
1st Grade Self-Contained Classrooms

Duration: 30 Minutes

Mindset: 1
Description: The counselor will read <u>Hands Off Harry!</u> by Rosemary Wells. Numerous hands on activities are included that allow students to understand the concept of personal space, such as: sitting in a hula-hoop, walking around the room with an arms-length between each student, practicing lining up while respecting personal space. The students will conclude with deciding if various pictures are a “good choice” for personal space (i.e. walking the right distance behind a friend) or a “bad choice” for personal space (i.e. pushing a friend to tell them you are upset.)
Resources: book: <u>Hands Off Harry!</u> , hula hoop, large post-its, pictures of children demonstrating different forms of personal space
Behavior Standard: SMS 2, 9
Evaluation: Students maintain appropriate personal space during the school day, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Don't Let Your Snowman Have a Meltdown
Calming the Volcano

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All Kindergarten and
1st Grade Self-Contained Classrooms

Duration: 30 Minutes

Mindset: 1
Description: By assembling a paper snowman, the parts of which are labeled with anger management strategies, the counselor will teach anger management strategies and have the students practice each one. These strategies include: relaxing the body, relaxing the breadth, asking for help, positive self-talk, and using your words (I-Messages). The lesson includes the use of a model of a volcano and focuses on identifying strong emotions that might lead it, or an individual, to “explode.”
Resources: Paper Snowman, model volcano
Behavior Standard: SMS 2, 7
Evaluation: Students can identify one strong emotion and a strategy to help calm themselves, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service- School Counseling Curriculum

Understand and Care

Domain: Social/Emotional

Timeline: September – June

Staff: Counselor

Target Group: All Kindergarten Students

Duration: 30 Minutes

Mindset: 1
Description: The counselor will read: <u>Understand and Care</u> , by Cheri Meiners. At the completion of the story the students will be asked to define and discuss the word empathy. This exercise is followed by having the students draw a picture of a way they can show they “Understand and Care.”
Resources: <u>Understand and Care</u> , paper and crayons
Behavior Standard: SS 4
Evaluation: Students will be able to draw their own picture demonstrating their understanding of the word empathy, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Helping vs Hurting Friendships Words

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All Kindergarten Students

Duration: 30 Minutes

Mindset: 1, 3
Description: The counselor will read <u>Billy Bully</u> , by Alvaro and Ana Galen. The reading of the book is followed by having the students participate in an activity which invites them to discuss helping friendship words and hurting friendship words. The students will draw pictures depicting the way they can be a good friend.
Resources: <u>Billy Bully</u> , paper, crayons
Behavior Standard: SS 2
Evaluation: Students will be able to identify and give examples of helping and hurting friendship words, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Wiggle Worms

Domain: Social//Emotional

Timeline: September-June

Staff: Counselor

Target Group: Referred K and 1st Grade Students

Duration: 5 weeks, 1 X per week for 30 minutes

Mindset: 1, 2
Description: During this five-week program, students will learn the meaning of self-control, discuss times when self-control is difficult, differentiate what student looks like when they are controlling their impulses and identify and practice strategies to control impulsive behaviors.
Resources: Worry Warriors program
Behavior Standard: SMS 2, 7
Evaluation: Students will be able to identify triggers caused by anxiety-provoking situations
Preparation: Solicit parent and teacher referrals, schedule students, design and prepare activities, prepare handouts
Delivery System: Direct Student Services—Group Counseling

The Empathy Pledge

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 1st Grade Students

Duration: 30 Minutes

Mindset: 1, 3
Description: The counselor will read; <u>You, Me and Empathy</u> by Jayneen Sanders. At the conclusion of the book, the students will define and discuss empathy and they will sign an Empathy Pledge, which includes a series of statements the students will agree to by signing their names. They will also draw a picture and write an example of how they can show empathy to their peers.
Resources: <u>You, Me and Empathy</u> , The Empathy Pledge
Behavior Standard: SS 2, 4, SS 5
Evaluation: Students will be able to identify two behaviors that demonstrate empathy, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling curriculum

Don't Be a Wrinkle in Someone's Heart

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 1st Grade Students

Duration: 30 Minutes

Mindset: 3
Description: The Counselor will read; <u>Words Are Not for Hurting</u> , by Elizabeth Verdick, and the students will engage in a hands-on, Don't Be a Wrinkle in Someone's Heart, activity to gain an understanding of how words can hurt other's feelings. Students will discuss and practice the importance of an apology and students will write about and draw pictures that demonstrate friendship.
Resources: <u>Words Are Not for Hurting</u> , heart-shaped paper and crayons
Behavior Standard: SS 2, 4, 9
Evaluation: A reduction in the incidence of verbal bullying among students, teacher feedback
Preparation: Schedule classroom visits, prepare material.
Delivery System: Direct Student Service – School Counseling Curriculum

The Caring Majority

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 2nd Grade Students

Duration: 30 Minutes

Mindset: 3
Description: The counselor will read; <u>Stand Up</u> , by Lisa Roth. During the reading of the book the students will be asked to identify and discuss examples of behaviors of up-standers and they will discuss ways in which they can be part of The Caring Majority. The lesson will conclude with having the students draw an example of how they might be an up-stander.
Resources: <u>Stand Up</u> , paper and crayons
Behavior Standard: SS 2, 5, 9
Evaluation: Students will be able to identify one behavior of an up-stander, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Brainstorm! Ways to Include Others

Domain: Social/Emotional

Timeline: September June

Staff: Counselor

Target Group: All 2nd Grade Students

Duration: 30 Minutes

Mindset: 3
Description: The counselor will read <u>The Invisible Boy</u> , by Patrice Barton. Students will be asked to brainstorm ideas as to what behavior(s) they might observe in a student who is being excluded and to think of ways to go about including that student. Their responses are recorded on a poster that will remain in the classroom. Students will be asked to focus on situations that might occur at recess, in the lunch room or in class.
Behavior Standard: SS 2, 5, 9
Resources: <u>The Invisible Boy</u> , poster
Evaluation: Students will identify two ways in which they might reach out to a student who is being excluded, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service-School Counseling curriculum

Up-standers

Domain: Social/Emotional

Timeline: September – June

Staff: Counselor

Target Group: All 3rd Grade Students

Duration: 30 Minutes

Mindset: 3
Description: The counselor will read <u>Say Something</u> by Peggy Moss. Based on the content of the story, students will be asked to act out different scenarios that would be characteristic of up-standers. The lesson will conclude by having the students work in groups to complete a worksheet on strategies that can be used by up-standers.
Behavior Standard: SS 2, 5, 6
Resources: <u>Say Something</u> , role-playing scenarios, worksheet
Evaluation: Students will complete a worksheet that includes strategies related to being an up-stander. Teacher feedback, teacher/counselor monitoring
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service –School Counseling Curriculum

TRIP to Problem Solving

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 3rd Grade Students

Duration: 30 Minutes

Mindset: 1, 2
Description: During this lesson, the counselor will take students on an imaginary TRIP to problem solving. This interactive lesson will require students to focus on their T one of voice, and its impact on others, as well as being sure to wait for the R ight time to communicate their thoughts/ideas. The students will review the importance of I -messages learned in earlier grades and they will learn about the importance of P lanning what they want to communicate before speaking.
Resources: A suitcase filled with trip words, scenarios for role playing, I- message examples
Behavior Standard: SS 1, 2
Evaluation: Students will be able to complete appropriate I Messages, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Relax: A Kid's Guide to Stress Relief

Domain: Academic/Social/ Emotional
Target Group: All 3rd Grade Students

Timeline: September - June
Duration: 30 Minutes

Staff: Counselor

Mindset: 1
Description: At the start of the lesson, the counselor will review the importance of students taking care of themselves by eating well, getting enough sleep, exercise, and leisure time. Students will identify stressors in their lives and will learn about the importance of practicing stress relief strategies. These strategies will include slow breathing, body relaxation, imagining, and positive self-talk. Before the conclusion of the lesson, each student will have created his/her own "Worry Stone."
Resources: Stones, permanent markers
Behavior Standards: SMS 1, 2, 7
Evaluation: Students will be able to explain why stress relief activities are helpful, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling Curriculum

Puppy Mind

Domain: Academic
Target Group: All Students K – 4th Grade

Timeline: September-June
Duration: 30 Minutes

Staff: Counselor

Mindset: 2
Description: The counselor will read <u>Puppy Mind</u> , a book by Andrew Jordan and Jim Burk which tells the story of a little boy whose mind often wanders off in class, the result of which is that he loses track of what is going on. The students will engage in a conversation about what happens when their minds wander off during class or when they are completing independent work. They will review strategies to bring their minds back to the present moment so that they are better able to focus. Students will learn relaxation breathing, anchor breath and anchor words to refocus when they are not focused.
Resources: <u>Puppy Mind</u>
Behavior Standard: SMS 1, 2, 6
Evaluation: Teacher feedback
Preparation: Prepare handouts
Delivery System: Direct Student Services – School Counseling Curriculum

Empathy

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 4th Grade Students

Duration: 30 Minutes

Mindset: 1, 3
Description: During this lesson, the counselor will read <u>Stand in My Shoes, Kids Learning About Empathy</u> by Bob Sornson. Throughout the lesson, the students will look at pictures of children in different situations and discuss what they might be feeling and why. The students will explore possible ways they might be able to help if they were with the child in the picture, and they will complete a worksheet entitled: “If I Were in That Position”. This exercise is intended to encourage students to think about how others might feel. The lesson will conclude with having the students play an empathy game.
Resources: <u>Stand in My Shoes, Kids Learning About Empathy</u> , photographs of children, worksheet, Fortune Teller Empathy Game
Behavior Standard: SS 4, 5
Evaluation: Students will be able to identify two behaviors they can use to help others who may be feeling sad, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service -Counseling curriculum

The Promise

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 4th Grade Students

Duration: 30 Minutes

Mindset: 1, 3
Description: During this lesson, the counselor will read <u>The Juice Box Bully, Empowering Kids to Stand Up for Others</u> by Bob Sornson and Maria Dismody. The students will be asked to make the “Promise,” as described in the book and they will work in small groups to discuss the different parts of the Promise. In conclusion, each group will report its work by sharing it with the class.
Resources: <u>The Juice Box Bully, Empowering Kids to Stand Up for Others</u> , worksheet
Behavior Standard: SS 5, 9
Evaluation: Students are able to address the importance of taking care of each other, teacher feedback, counselor/teacher observation
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service – School Counseling curriculum

Friendship and Communication

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 5th Grade Students

Duration: 30 Minutes

Mindset: 1, 3
Description: During this lesson, students will define what they believe to be important qualities of being a friend. They will also identify methods of clear communication, including those learned during the TRIP lesson, reading body language, necessary vs. unnecessary words, and being aware of self and others. Students are given a No-Bully Bookmark which includes strategies for coping with bullying situations.
Resources: No-Bully Bookmark
Behavior Standard: SS 1,2
Evaluation: Students will be able to identify positive and negative words that will either help or hinder their communications with others, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service -Counseling curriculum

What If? How to Handle Friendship Dilemmas

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 5th Grade Students

Duration: 30 Minutes

Mindset: 1, 3
Description: During the lesson, students will review the Web of Courage. Based on the strategies learned in that exercise, they will complete <i>What If? Friendship Dilemma</i> slips and apply them to “real-life” scenarios. These scenarios will be shared in whole class discussions. Students will be made aware of and discuss the <i>Keys To Friendship</i> , which focuses on what it takes to be a friend. The lesson concludes with an activity in which each student evaluates his/her own friendship strengths.
Resources: Friendship Dilemma Strips, Web of Courage, Keys To Friendship
Behavior Standard: SMS 1, 2, 9
Evaluation: Students will be able to identify two positive strategies to use when confronted with a friendship dilemma, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service -Counseling curriculum

Is It Bullying?

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All 5th Grade Students

Duration: 30 Minutes

Mindset: 1
Description: Students will learn what bullying is (hurtful, intentional, repeated, balance of power is unequal). During the lesson the students will learn the difference between bullying, rude and mean behaviors. They will develop strategies for handling these various social behaviors and practice responses for themselves and responses if they are the bystander/up stander.
Resources: Large Post-Its (25"x30"), social scenarios cards, Strategies for dealing with Bullying behaviors handouts
Behavior Standard: LS 2, SMS 1, SS 9
Evaluation: Students will be able to identify behaviors and responses, teacher feedback
Preparation: Schedule classroom visits, prepare material
Delivery System: Direct Student Service - Counseling curriculum

My Body Safety Rules

Domain: Social/Emotional

Timeline: September - June (as needed)

Staff: Counselor

Target Group: K-3

Duration: 30-40 Minutes

Mindset: 1, 2
Objective: Students will understand the strategies to use to tell others if they are uncomfortable with their actions.
Description: Lesson provides information on the difference between good/safe touches and bad/unsafe touches. Students learn about the "bathing suit" area and how that is private. Students also learn the skills to respond to an unsafe touch, following "No, Go, Tell." They understand the need to say no, leave the situation and tell a trusted adult. Students are reminded of the specific safe adults in school.
Resources: Slide presentation, handouts, puppet
Behavior Standards: B-SMS 7, 9, B-SS 3, Erin's Law Mandates
Evaluation: Students will understand the "bathing suit" area of the body and the skills to say no, get away from the situation and speak with a trusted adult.
Preparation: Prepare handouts and slides
Delivery System: Direct Student Service-Counseling curriculum

Mindful Listening and Relaxation

Domain: Academic/Social//Emotional

Timeline: September-June

Staff: Counselor

Target Group: All 5th and 6th Grade Students

Duration: 30 Minutes

Mindset: 1, 2, 6
Description: This lesson is designed to introduce students to mindfulness practices as related to listening strategies and relaxation techniques. The students will be introduced to and practice mindful breathing, body relaxation and listening strategies such as listening for sounds that are close by, in the distance, and within themselves.
Resources: Hoberman Sphere, chime, handouts
Behavior Standard: LS 4, SMS 2, 6
Evaluation: Student and teacher feedback
Preparation: Schedule classroom visits, prepare lessons and handouts
Delivery System: Direct Student Services – Counseling curriculum

Erase Meanness

Domain: Academic/Social/Emotional
Target Group: All 6th Grade Students

Timeline: September - June
Duration: 30 Minutes

Staff: Counselor

Mindset: 1, 3

Description: *Lesson adapted from 5-day lesson from erasemeanness.org.* Two days before the lesson, the teacher will hang up a large post-it the word **Meanness** (supplied by the counselor). The day before the lesson, teacher will hang a large post-it with “mean” words written on it. At the onset of the lesson, students will be prompted to discuss the “mean” words and how they feel looking at them. During the lesson the students will watch two videos *The Price of Silence* (at the start of the lesson) and *The Kindness Boomerang* (at the end of the lesson). Throughout the lesson, students will be discussing and exploring behaviors and talk about “How Do You Want to Be Remembered?” They will discuss various ways they can be “up-standers.” The students will then complete slips of paper with positive and kind words that they want to be remembered by and “erase meanness” by covering the mean words with kind words. The lesson concludes with students understanding how they can be up-standers; having deeper awareness and understanding of how their actions affect the way others think of them. The students will receive their own kindness quote and share what it means to them.

Resources: Videos: **The Price of Silence**

https://www.youtube.com/watch?v=wY7Gvq0P4hc&feature=player_embedded

The Kindness Boomerang

<https://www.youtube.com/watch?v=PSaVkj8hSII>

2 Large Post-Its (25”x30”) Strips of paper, Kindness quotes (post-its)

Behavior Standard: SS 2, 4, 9

Evaluation: Students will be able to identify and use caring behaviors, teacher feedback.

Preparation: Schedule classroom visits, prepare material

Delivery System: Direct Student Service -Counseling curriculum

Short Term Group Counseling

Domain: Academic/Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: Identified Students

Duration: 30 Minutes, 6-8 Weeks

Mindset: Depending on the focus of the group, the Mindset will vary, accordingly.
Description: Group counseling sessions are conducted by the counselor who will structure each session according to the progress being made by the students. During these sessions the students might engage in discussion, game playing, role playing, or any of a number of activities directed at addressing the issue for which the students are meeting. <i>Elementary completes both mandated and RTI counseling (Tier I, II, III) for 30-minute sessions.</i>
Resources: Varies by group
Behavior Standards: Behavior Standards will vary depending on the focus/nature of the group
Evaluation: Counselor observations, teacher and parent updates and feedback
Preparation: Identify students, obtain parent permission, schedule students, and prepare material
Delivery System: Direct Student Service – Personal Counseling

New Student Welcome Group

Domain: Academic/Personal/Social

Timeline: September

Staff: Counselor

Target Group: Newly Enrolled Students 1-6

Duration: 30 minutes

Mindset: 3
Description: The counselor will meet with new students in small groups to introduce themselves and explain their roles. Students will introduce themselves to each other and talk about where they came from prior to enrolling in the school district. The counselor will discuss issues they might experience as they transition to their new school and provide on-going support, as needed. Students will be informed that they are welcome to stop by at any time for anything they might need in the future.
Resources: Get To Know You Activities (New Student Bingo, New Student Treasure Hunt)
Behavior Standard: SS 2, 3
Evaluation: Teacher and counselor monitoring.
Preparation: Obtain list of new students, schedule a meeting time, arrange for students to attend the meeting, send home parent letter
Delivery System: Direct Student Service -- Counselor Curriculum

Inner Strength's

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: 4th Grade Boys

Duration: Three 30-Minute Sessions

Mindset: 1, 2
Objective: The purpose of this group is to provide boys with improved confidence as they recognize their inner strengths and learn to become comfortable and confident when talking about and managing their feelings.
Description: The sessions cover: Learning to recognize your inner strengths and develop self-confidence; Recognizing emotions, early warning signs for strong feelings and learning to acknowledge feelings; Developing and practicing coping skills and strategies for handling strong feelings; Communication skills and problem-solving strategies to help boys be able to communicate clearly, even during challenging situations.
Resources: Handouts, tin boxes, stickers, practice sheets, puppets
Behavior Standards: B-SMS 7, 9, B-SS 3
Evaluation: Boys will improve their self-confidence, communication and understanding of stress management
Preparation: Counselor prepares before each session
Delivery System: Direct Student Service-Counseling curriculum

Beautiful Me

Domain: Social/Emotional

Timeline: September - June

Staff: Counselor, Social

Target Group: 4th -6th Grade Girls

Duration: 30 minutes per session

Worker, Hance Foundation

Mindset: 2
Objective: To provide an opportunity for female students to learn about self-confidence, self-awareness, self-esteem and problem solving skills
Description: This program has been designed for girls in the 4 th – 6 th grades, who participate in groups of 8-10 students. The students meet during their lunch or recess periods for 3 sessions. During these sessions, students participate in structured activities designed to strengthen their ability to problem solve, thereby increasing their self-confidence and understanding of themselves as unique individuals.
Resources: Counselor Curriculum based on the program design of the Hance Family Foundation
Behavior Standards: SS 8
Evaluation: Written evaluations completed by parents and counselor feedback
Preparation: Notify parents to invite student participants, prepare material for each activity, schedule sessions
Delivery System: Direct Student Services -- School Counseling Curriculum

Study Skills and Learning Styles

Domain: Academic

Timeline: September--June

Staff: Counselor

Target Group: Referred 5th and 6th Grade Students

Duration: 5 Weeks, 1 X per week for 50 minutes

Mindset: 2, 5, 6
Description: During this program, the following study skills will be reviewed: <i>Taking notes, reviewing notes, setting up a “study zone”, using a planner, managing their time and busy schedules, study strategies, test-taking strategies, and stress relief.</i> In addition, students will be introduced to different learning styles (kinesthetic, visual, or auditory) for the purpose of identifying their own learning styles.
Resources: Study Skills - Putting the Pieces Together
Behavior Standard: LS 3, 4, SMS 3
Evaluation: Each student will be able to articulate which of the learning styles is best for them and which study skills have proven the most helpful in improving their academic performance, teacher feedback
Preparation: Solicit parent and teacher referrals, design and prepare activities, prepare handouts
Delivery System: Direct Student Services – Group Counseling

Worry Warriors

Domain: Social/Emotional

Timeline: September-June

Staff: Counselor

Target Group: Referred 3rd and 4th Grade Students

Duration: 5 Weeks, 1 X per week for 50 minutes

Mindset: 1, 2
Description: During this five-week program, students will identify the situations/factors that cause them to worry, to understand what worry/anxiety is, to identify the signals in their bodies that show they are feeling worried, develop and practice methods of stress relief such as relaxations, communication and positive self-talk. At the conclusion of the program, students will have a tool-kit of self-support resources to help them when they experience feeling of worry/anxiety.
Resources: Worry Warriors program
Behavior Standards: SMS 6,7
Evaluation: Students will be able to identify strategies they can use when they experience anxiety producing situations
Preparation: Solicit parent and teacher referrals, schedule students, design and prepare activities, prepare handouts
Delivery System: Direct Student Services -- Group Counseling

Friendship

Domain: Social//Emotional

Timeline: September-June

Staff: Counselor

Target Group: All Grade K-6

Duration: 6-8 Weeks, 1 X per week for 50 minutes

Mindset: 1
Description: During this program, students will learn strategies for making and maintaining friendships. They will develop self-confidence and communication skills. The students explore various friendship communication situations that can occur and develop strategies for managing these situations with the goal being to keep and grow friendships.
Resources: Games, worksheets, hands on activities and role-play activities
Behavior Standard: SS 1, 2
Evaluation: Students will be able to demonstrate improved confidence in their friendship making and problem-solving skills
Preparation: Solicit parent and teacher referrals, schedule students, design and prepare activities, prepare handouts
Delivery System: Direct Student Services -- Group Counseling

Parent Workshops

Domain: Academic/Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All Parents

Duration: 1 hour

Mindset: 1
Objective: To provide parents with information that will help them work with their children to ensure their academic and social/emotional success.
Description: As requested, parent workshops are presented to large groups of parents representing students at every grade level. These workshops cover a variety of topics including: Helping your child adjust to school, Positive parenting, helping your child succeed in school, and Counseling the Special Education Student.
Resources: Handouts
Behavior Standard: LS 8, SMS 1
Evaluation: Direct Parent Feedback
Preparation: Arrange a workshop schedule, invite parents and prepare material
Delivery System: Indirect Student Support: System Support

Strategies for the Teaching Assistant

Domain: Academic/Social/Emotional

Timeline: September

Staff: Counselor

Target Group: Teaching Assistants

Duration: 30 Minutes

Mindset: 1
Description: Through role-play, interactive discussions, examples and direct instruction, Teaching Assistants will learn about and share methods of supporting the students with whom they work.
Resources: Handouts: “Problem Solving for the Helper”, “Organization Techniques for Teachers with ADHD Students”, “How to Build a Student’s Self Confidence”
Behavior Standards: SS 3
Evaluation: Direct feedback from teaching assistants, observations from the principal and assistant principal
Preparation: Develop a training schedule, arrange for a meeting place, and prepare material that will be used
Delivery System: Indirect Students Services: System Support

Working Successfully with Different Personalities

Domain: Social/Emotional

Timeline: September

Staff: Counselor

Target Group: Teaching Assistants

Duration: 1 hour

Objective: To provide teaching assistants with an opportunity to become aware of strategies that can be used when working with a wide range of personality types within the teaching staff.
Description: Teaching Assistants will first develop an awareness of their own “type” (Leader, Active, Quiet) and how this affects the working relationship with teachers who have similar or different personalities. Using a variety of resources, teaching assistants will participate in activities designed to provide insight into understanding how individuals with different personality types can work together.
Resources: Handouts include: “The Art of Assisting”, “Can’t we all just get along? Understanding 6 Workplace Personalities”, “How to Successfully Work with Different Personalities”, playing cards
Behavior Standard: N/A
Preparation: Develop a training schedule, arrange for a meeting place, prepare material
Evaluation: Direct feedback from teaching assistants and teachers
Delivery System: Indirect Students Services: System Support

Conflict Resolution Training for Supervisory Aides

Domain: Academic/Social/Emotional

Timeline: September

Staff: Counselor

Target Group: Supervisory Aides (As Needed)

Duration: 1 hour

Mindset: 1
Description: Through visual and verbal examples, supervisory aides will learn strategies to provide mediation and conflict resolution. They will use worksheets to explore how various students may be feeling in different scenarios and how they can help. They will review the “Do’s and Don’ts of Mediation, learn how to encourage students to use I-Messages, and learn how to give feedback to ensure a student feels “heard.” The training will include an opportunity for the aides to practice mediating. The aides will be taught to use empathy and listening as strategies for helping students.
Resources: “Body Talk” worksheets, “I-messages,” role playing scenarios
Behavior Standard: SS 2, 3, 6
Preparation: Develop a training schedule, arrange for a meeting place, prepare material
Evaluation: Direct feedback from supervisory aides
Delivery System: Indirect Students Services: System Support

Mindfulness and Mindful Communication

Domain: Social/Emotional

Timeline: September and November

Staff: Counselor

Target Group: Teaching Assistants and Supervisory Aides

Duration: 2-3 hours

Mindset: 1
Description: The focus of this program is to introduce the members of the academic support staff to Mindfulness and Mindful Meditation. Participants will learn and practice methods of communicating with students and staff members mindfully, in order to improve the quality of the service(s) they provide.
Resources: PowerPoint presentation created by the counselor
Behavior Standard: SS 2, 3, 6
Evaluation: Feedback from program participants and the Assistant Principal
Preparation: Research on and attendance at workshops related to Mindfulness, development and on-going revision (as needed) of the PowerPoint
Delivery System: Indirect Student Services –System Support

ELEMENTARY/MIDDLE SCHOOL TRANSITION PLAN

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Annual Individual Progress Review					X	X	X	X	X			
Elementary/MS School Counselor Articulation Meetings									X	X	X	
Lunch on the Lawn										X		
Marie Rogers Night											X	
Middle School Counselor Visits										X	X	
6th Grade Parent Night								X				
7th Grade Orientation Day		X										
Summer Locker Set-up and Schedule Walk-through	X											



Annual Individual Progress Review

Domain: Academic/Personal/Social/Emotional
Target Group: Selected 6th Grade Students

Timeline: December/January - June
Duration: 3 hours

Staff: Elementary/Middle School Counselors, and School Psychologists

Mindset: 1
Description: Each 6 th grade student will meet with his/her/their counselor to discuss and review the student’s academic progress and interests, as well as their early understanding of career and college readiness.
Resources: Annual review document
Behavior Standard: LS 6, 7, 10, SS 3,
Evaluation: Students will participate in the meeting by providing a self-assessment of their skills and interests. Students will verbally demonstrate their understanding of the need to develop their academic, career, and social/emotional interests.
Preparation: Schedule meetings in collaboration with 6 th grade faculty
Delivery System: Direct Student Services: Student Planning

Elementary/MS Counselor Articulation Meetings

Domain: Academic/Personal/Social
Target Group: Selected 6th Grade Students

Timeline: April - June
Duration: 3 hours

Staff: Elementary/Middle School Counselors, and School Psychologists

Mindset: 1
Description: Middle school counselors, social workers and psychologists meet with their counterparts at the elementary schools. During these meetings, and as needed during the school year, elementary school personnel will provide information to the middle school staff so that they understand the needs of individual students.
Resources: Elementary counselor, social worker, and school psychologist’s verbal reports
Behavior Standard: Will vary by student
Evaluation: Middle School staff members will observe and monitor the transition of these students during the first few months of 7 th grade. Middle School teachers will be provided with information, as needed, in order to assist in monitoring these students. Teachers will provide input as far as the progress being made by these students.
Preparation: Schedule meetings
Delivery System: Indirect Student Services: Collaboration

Lunch on the Lawn

Domain: Personal/Social

Timeline: May

Staff: Principal, Asst. Principal, Teachers,

Target Group: All 6th Grade Students

Duration: 3 hours

Student and SCA Volunteers, Transportation

Mindset: 3
Description: Students from both elementary schools arrive at the middle school and are directed to the auditorium where they are addressed by the principal and assistant principal. This activity is followed by a tour of the building with student volunteers who will show them a typical classroom, cafeteria, and the gym. At the end of the tour, the students are escorted to the front of the building where they will socialize with friends, meet new students and have “Lunch on the Lawn”. Dessert is provided by the School Community Association (SCA)
Resources: Administrators, student volunteers, SCA
Behavior Standard: SMS 10, SS 2,3
Evaluation: Student feedback
Preparation: Arrange for the transportation of students, invite National Junior Honor Society volunteers, decide with the SCA
Delivery System: Direct Student Services: Large Group Activities

Marie Rogers Friday Night Live

Domain: Personal/Social

Timeline: June

Staff: Principal, Asst. Principal,

Target Group: 6th Grade Students

Duration: 2 hours

Counselors, Faculty/Staff, SCA

Volunteers

Mindset: 3
Description: Upon arrival, students are randomly assigned between schools to classrooms where their future teachers will deliver an ice breaker. At the conclusion of this activity, students are given a building tour by their teachers followed by pizza provided by the members of the SCA.
Resources: Room assignment cards, ice breaker materials/handouts, name tags, pizza
Behavior Standard: LS 10, SMS 10, SS2, 3
Evaluation: Student participation and feedback.
Preparation: Create room assignment cards and group activities agenda, make arrangements with the SCA, and contact elementary schools to determine approximate numbers of participants
Delivery System: Direct Student Services: Large Group Activities

Middle School Counselor Visits

Domain: Academic/Personal/Social/Emotional.

Timeline: May - June

Staff: Counselors, Teachers,

Target Group: All 6th Grade Students

Duration: 1-hour

Clerical Staff

Mindset: 3, 6
Description: The counselors meet with the 6 th grade students in each of the two elementary schools. During this first counselor/student meeting, the counselors will review a typical student schedule, the bell schedule and information related to the services provided by the Counseling and other departments. Up-coming events (Lunch on the Lawn, the Marie Rogers Night Live) are described and students are informed of the opportunity they will have to visit the Middle School in August after they receive their schedules. The First Day Orientation program is explained so that students are aware that their first day of school has been designed to assist them in their continued transition process.
Resources: Power Point hard copies for students and teachers
Behavior Standards: SMS 1, 3, 10, SS 3
Evaluation: Student survey, observations of students made during the early transition period in the fall
Preparation: Arrange visit with elementary school staff, prepare material for distribution
Delivery System: Direct Student Services: Counselor Curriculum

6th Grade Parent Night

Domain: Academic/Social

Timeline: March

Staff: Administrators, Counselors

Target Group: 6th Grade Parents

Duration: 2 hours

Student Volunteers, Custodial Staff

Mindset: 1
Description: The event begins with a tour of the middle school, conducted by members of the Junior National Honor Society. The tour is followed by a PowerPoint presentation in the auditorium, which is introduced by the principal and during which each member of the administrative team provides an overview of the curriculum in his/her discipline. The counselors introduce themselves and speak briefly about the Middle School Counseling Program, as it pertains to 7 th grade students. At the end of the presentation, there is time set aside for questions.
Resources: Administrators, counselors, PowerPoint presentation
Behavior Standard: N/A
Evaluation: Parent survey
Preparation: Secure auditorium and tour route locations, send reminder to the 6 th grade parents, review and revise the PowerPoint presentation, invite students to serve as tour guides, provide tour guides with information and review tour routes
Delivery System: Indirect Student Services - Systems Support

Summer Locker Set-Up and Schedule Walk-through

Domain: Academic/Personal/Social

Timeline: August

Staff: Asst. Principal,

Target Group: Rising 7th Grade Students

Duration: 3 hours

Technology and Custodial Staff

Mindset: 2, 3
Description: Once student schedules have been posted/mailed in August, incoming 7 th graders are invited to come to the middle school to locate their lockers and to practice opening the locks. Once this has been accomplished, the students are invited to find their classrooms by following their schedules. Students can attend on any one of two days that are set aside by the Assistant Principal. If a student chooses to do so, he/she/they are permitted to visit the school on both days.
Resources: Student schedules, lockers
Behavior Standard: SMS 1, 10,
Evaluation: Administrative, counselor, and teacher observations of student transition during the first weeks of school
Preparation: Posting of student schedules on the Parent Portal, invitations, building setup
Delivery System: Indirect Student Service -- System Support

SECONDARY SCHOOL CORE COUNSELING PLAN 7-12

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Academic At-Risk Notification			X	X	X	X	X	X	X	X		
Annual Individual Progress Review		X	X	X	X	X	X	X	X	X		
Balancing Classes	X									X	X	X
Course Selection and Scheduling					X	X	X	X	X	X	X	
Cumulative Record Maintenance		X	X	X	X	X	X	X	X	X	X	
Dignity Act Presentation		X										
Home Instruction		X	X	X	X	X	X	X	X	X	X	
New Student Luncheon		X	X									
New Student Screening/ Scheduling	X	X	X	X	X	X	X	X	X	X	X	X

SECONDARY SCHOOL CORE COUNSELING PLAN 7-12 (Cont'd)

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
PINS Petitions		X	X	X	X	X	X	X	X	X	X	
Progress Report Review			X		X			X		X		
Report Card Review				X			X		X		X	
SAT Subject Tests, An Introduction (8-10)							X					
SCA Updates		X	X	X		X		X		X	X	
Standardized Testing Overview (7-10)					X							
Student Scheduling Adjustment	X	X				X				X	X	
Summer School Registration and Results Review	X	X									X	X
Transfer Students	X	X	X	X	X	X	X	X	X	X	X	X



Academic At-Risk Notification Letters

Domain: Academic/Career Dev.

Timeline: November - May

Staff: Counselors

Target Group: Students at Risk of Failing

Duration: Varies

Clerical Staff

One or More Courses

Mindset: 5
Description: At several points throughout the year, counselors send letters to the parents of students whose academic performance is such that the student is in danger of failing a course required to graduate and earn a high school diploma. The letter contains information specific to the course(s) in question and parents are encouraged to contact the teacher(s) involved. Parents are encouraged to contact the counselor if they have questions related to the letter. A copy of the letter is forwarded to the principal and placed in the student's permanent file.
Resources: Student report card, progress reports
Behavior Standard: SL 6, SMS 6
Evaluation: Counselor monitoring and improved academic performance
Preparation: Review progress reports and or report cards, write letter, prepare mailing
Delivery System: Direct Student Services -- Individual Student Planning

Annual Academic Graduation Audit

Domain: Academic/Career Dev.

Timeline: September - June

Staff: Counselors

Target Group: All Students

Duration: 3 hours

Mindset: 1
Description: The counselors will review each student's progress and, beginning in 9 th grade, will complete an audit of each student's academic record. In addition to ensuring that each student has met basic graduation requirements, the counselors will make note of the type of diploma the student will earn by indicating the Regents exams passed. Calculations of Regents grades are made for the purpose of identifying students who will earn a diploma with Honors designation and/or distinctions in science, math, or both. Audits are also conducted upon receipt of summer school grades and as new students are enrolled in the high school.
Behavior Standard: N/A
Resources: Final report card, graduation audit form
Evaluation: On time graduation--Each student is awarded a New York State diploma that reflects his/her level of achievement as well as appropriately earned endorsements
Preparation: Counselors review end of year report cards and complete individual audit forms
Delivery System: Direct Student Services -- Individual Student Planning

Balancing Classes

Domain: Academic
Target Group: All Students

Timeline: June –July
Duration: Varies

Staff: Asst. Principal, Counselors

Mindset: 1
Description: Once the master schedule is complete, and all student schedules have been reviewed, the Assistant Principal will identify those classes that have larger than desired enrollments. The Assistant Principal, with the assistance of the counselors, will adjust the number of students in these classes by identifying students whose schedules can be changed to allow for balance among all sections of a particular course.
Behavior Standard: N/A
Evaluation: Final review of the master schedule
Resources: Master schedule, individual student schedules
Preparation: Review master schedule run, identify classes with large enrollments, review student schedules to identify those who can be moved, make schedule changes
Delivery System: Indirect Student Services – System Support

Course Selection and Student Scheduling

Domain: Academic/Career Dev.
Target Group: All Students

Timeline: December-June
Duration: Varies

Staff: Director, Counselors
 Assistant Principal

Mindset: 1, 5.
Description: Course catalogs are distributed in January and each student is required to complete and submit an Elective Selection form. Counselors input elective choices, based on the priority in which the student has identified them, and core academic courses are recommended by and input directly by the student’s teachers. Course requests and recommendations are made available on the Parent Portal in order to provide parents the opportunity to review the decisions made by teachers. When meeting with the 8 th , 9 th and 11 th grade students and their parent/guardians, or with 10 th grade students individually, all recommended courses are reviewed and discussed in light of the student’s interests, abilities, and future goals. When questions are raised about specific recommendations, the student is advised to speak to the individual teacher. The Override Process is reviewed and override requests are processed by the counselors once they have been approved by the individual Coordinator/Director. At the end of the year, the counselors are involved in the process of resolving scheduling conflicts prior to the August release of schedules. When necessary, counselors meet with students to review the conflict and to discuss alternatives. With regard to the schedules of rising 7 th and 8 th grade students, other than those who are being or have been accelerated in math and science, schedules are created by the assistant principal, who inputs the typical classes taken at each grade level. Requests for a specific performing arts or elective course are forwarded to the assistant principal or the Director of the Arts.
Behavior Standard: LS 1, 8
Evaluation: Student schedules reflect their interests in meeting their individual academic goals
Resources: Course catalog, elective selection form, school data, override forms, parent portal
Preparation: Meet with subject coordinators to review new course offerings and receive curriculum updates, collect elective selection forms, resolve scheduling conflicts. Director meets with administrators to review course requests and discuss future staffing needs.
Delivery System: Direct Student Services: Individual Student Planning

Cumulative Record Maintenance

Domain: Academic/Career Dev.

Timeline: September - June

Staff: Counselors, Clerical Staff

Target Group: All Students

Description: Initial student files are created at the time of registration in the school district. At the elementary school level, student files are maintained by the main office clerical staff. Upon receipt of the files in Middle School, a secondary school file is created and the counselors, with the support of the clerical staff, are responsible for ensuring that all required documents are filed. This process is repeated when the files pass to the high school. Among other documents, the cumulative file includes: report cards, progress reports, transcripts, teacher updates, standardized test results, applications to vocational and summer programs, parent correspondence, and summer school records. Counselors ensure that all required documents are included in each student's file. For transfer students, the student file is reviewed to ensure that the withdrawal form and most recent completed transcript is included. Upon graduation, the health file is retrieved from the Health Office and included in the cumulative file. As per New York State regulations, the entire file must remain intact for a period of six (6) years.

Behavior Standard: N/A

Evaluation: Cumulative student files are available for inspection

Resources: Student academic and other files

Preparation: Prepare initial file, maintain on-going file management

Delivery System: Indirect Student Service – Systems Support

Dignity for All Students Act (DASA) Presentation

Domain: Academic/Personal/Social

Timeline: September

Staff: Director,

Target Group: All Students

Duration: 30 Minutes

Counselors

Mindset: 1, 3

Description: All secondary students attend grade level orientation meetings during which a variety of topics are covered. Included in this assembly is a PowerPoint presentation of the Dignity Act. The PowerPoint reviews the history behind and the essential elements of the regulation, as well the behavioral expectations for all students. Students are reminded that all suspected or actual violations of the Dignity Act will be investigated by the building Dignity Act Coordinator. At the conclusion of the general grade level presentation, each counselor meets with the students in groups. During these break-out sessions, the counselor will reinforce the primary objectives of the Dignity Act and will encourage students to report any suspected or actual violations.

Behavior Standard: SS 2, 5, 9

Evaluation: Monitoring the incidence of violations of the Dignity Act

Preparation: Review PowerPoint, counselors review/revise agenda for their breakout sessions

Resources: Power Point

Delivery System: Direct Student Services-Counselor Curriculum

Home Instruction

Domain: Academic/Personal/Social/Career Dev.

Timeline: On-going

Staff: Clerical Staff, Teachers, Counselors
Administrators, Home Instructors

Target Group: Identified Students

Duration: The time required to implement and monitor home instruction varies, as it is related to the number of students involved. The process is detailed and requires on-going contact and monitoring between all involved. In general, the management of the home-instruction process is quite extensive.

Mindset: 1, 2, 6
Activity: When notified that a student will receive home instruction, department coordinators/directors are contacted to determine if a member of their respective departments is interested in providing the instruction. Approved tutoring services are contacted when teachers are not available. For short term home instruction, the home instructor will be provided with contact information for the teacher of record, who is responsible for providing and grading instructional material. In the event of long-term home instruction, the home instructor will be provided with contact information for the department coordinator/director, who is responsible for providing instructional outlines and material to the home instructor. In the case of long-term home instruction, the home instructor will provide instruction and is also responsible for creating and grading all assessments. Department coordinators will obtain progress updates and quarterly grades and will forward this information to the student's counselor, who will create Progress Reports and Report Cards. The counselor will submit final grades to the technology department for inclusion on the student's transcript.
Resources: Notification letter to parents indicating the need for homebound instruction, student's schedule, home instruction service providers, notification/procedure letters sent to the primary teacher and home instructor, home instruction log, teacher assignments, progress reports and report cards
Preparation: Contact parent/guardian and coordinators, identify the courses for which the student will receive home instruction, contact home instruction service providers, send letters to teachers and home instructors that include all procedures
Behavior Standard: LS 8, SMS 6, SS 3
Evaluation: Students on homebound instruction will complete required course work and take required school or state assessments
Delivery System: Direct Student Services: Individual Student Planning

New Student Lunch and Learn

Domain: Academic/Personal/Social/Emotional
Target Group: Newly Enrolled Students

Timeline: September - October
Duration: 40 minutes

Staff: Counselors, Administrators,
 Clerical staff, Student Volunteers

Mindset: 3
Description: Luncheons are scheduled each year in both the middle and high schools. New students are welcomed by various administrators, depending on their availability. Students introduce themselves and share a bit of their individual backgrounds. Currently enrolled students, who were new students the previous year, share their experiences and encourage the students to get involved in at least one activity. Student leaders are also invited to welcome new students, specifically the STAR Club.
Resources: Luncheon invitations, activities list, nametags
Behavior Standard: SS 2, 3
Evaluation: Counselor and teacher monitoring
Preparation: Prepare and mail student invitations, prepare activities, order pizza, schedule location
Delivery System: Direct Student Services -- Counselor Curriculum

New Student Screening and Scheduling

Domain: Academic/Personal/Social/Career Dev.
Target Group: Newly Enrolled Students

Timeline: August - June
Duration: 60 – 90 Minutes

Staff: Counselors, Coordinators,
 Teachers, Clerical Staff

Mindset: 1, 3
Description: Newly enrolled students, and their parents, meet with their counselor as soon after registration as possible. Upon review of the student's file, the counselor will: provide an overview of New York State curriculum and testing requirements, identify previously completed courses that meet New York State graduation requirements (9-12) and explain course options. A preliminary schedule, that meets basic requirements for the appropriate grade level upon entry is developed. If requested, the student is scheduled for assessments that will be used to determine placement in accelerated courses. For students interested in one of our performance groups, the counselors make appointments with the appropriate member of the faculty. The final schedule is created once all of this information has been confirmed. Counselors will provide the student and his/her family with a tour of the building.
Resources: Student transcripts, eSchool
Behavior Standard: LS 8, SMS 10, SS 3
Evaluation: Student, parent and teacher feedback
Preparation: Review student file
Delivery System: Direct Student Services: Individual Student planning

New Student Screening and Scheduling for ELL Students

Domain: Academic/Personal/Social, Career Dev.
Target Group: Newly Enrolled ELL Students

Timeline: August - June
Duration: 60 – 90 Minutes

Staff: Counselors, Coordinators,
 Teachers, Clerical Staff

Mindset: 1, 3
Description: Prior to academic placement, a meeting takes place with the family, the ELL coordinator, counselor and an interpreter. During this meeting school staff seek to gain an understanding of student and family background and to provide the student and family with an understanding of the high school graduation requirements as set forth by New York State. This information, in addition to a review of prior academic records and assessments by the individual coordinators, is considered when building a student schedule. Eligible ELL students receive credit for their native language, which is shown on their Manhasset High School transcript. Counselors will provide the student and his/her family with a tour of the building.
Resources: Student transcripts, eSchool, departmental evaluations
Behavior Standard: LS 8, SMS 10, SS 3
Evaluation: Student, parent and teacher feedback
Preparation: Review student file
Delivery System: Direct Student Services -- Individual Student planning

Parent Teacher Conferences: By Invitation

Domain: Academic
Target Group: All Parents/Guardians

Timeline: February
Duration: 3 hours

Staff: Administrators, Teachers
 Counselors

Mindset: 1, 2, 5, 6
Description: Parents are invited to attend this event by their child’s teacher or counselor or, in the Middle School, by the members of the team. An invitation to meet with the teacher or counselor at the mid-point of the year is generally indicative of the fact that the student is continuing to do poorly and that there is a real danger of the student failing a required course. Sessions are scheduled for 20 minutes, during which time the teacher(s) or counselor will provide an updated report to the parent and make recommendations for remediation. If deemed necessary, a recommendation can be made for an evaluation to determine if the child has a disability that might be a factor in his/her lack of achievement.
Resources: Mid-Year Report Cards, teacher updates
Behavior Standard: LS 6, 8, 10, SMS 1, 6
Evaluation: Teacher and counselor monitoring of student progress
Delivery System: Direct Student Services: Consultation

Person in Need of Supervision Petition (PINS)

Domain: Academic/Personal/Social/Emotional

Timeline: September - June

Staff: Counselors, Social

Target Group: Identified Students

Duration: 30 minutes and follow-up

Workers, Administrators

Mindset: 1
Description: If, after numerous interventions with a student and his/her parents, a student continues to exhibit a serious failure to attend school, the counselor and/or social worker will reach out to the PINS Diversion program to report the concern. The Diversion Program is designed to allow a caseworker to intervene in a case to prevent it from becoming more serious. The counselor or social worker will provide the case worker with information pertinent to the individual case.
Resources: Student attendance records and report card, PINS referral form
Behavior Standard: SMS 6, SS 3
Evaluation: Improved student attendance and academic performance, identified students are attending school and are being provided with an opportunity to benefit from the instructional program
Preparation: Review student attendance record, contact with parents, conference with principal
Delivery System: Direct Student Services: Referral Services

Progress Report Review

Domain: Academic/Personal/Social, Career Dev.

Timeline: October – May

Staff: Counselors

Target Group: All Students

Duration: 90 minutes (Initial review of all reports)

Mindset: 1, 2, 5, 6
Description: At designated times throughout the school-year, the counselors will review all Progress Reports for the purpose of identifying at-risk students. Once identified, the counselor meets with the student to review teacher comments and to address the issue(s) that is/are contributing to the student's lack of progress. Depending on the severity of the issue(s), and after meeting with the student, the counselor will take any or all of the following steps: initiate contact with the parent or teacher, refer the student to the Student Review Team (SRT) or Instructional Support Team (IST), request on-going teacher updates.
Resources: Student Progress Report
Behavior Standard: LS 6, 7, 8, SMS 6, 8
Evaluation: Counselor and teacher monitoring, successful completion of all courses
Preparation: Review Progress Reports, schedule student appointment
Delivery System: Direct Student Services: Individual Student Planning

Report Card Review

Domain: Academic/Personal/Social, Career Dev.

Timeline: November - April

Staff: Counselors

Target Group: All Students

Duration: 90 minutes (Initial review or all reports)

Mindset: 1, 2, 5, 6
Description: At the end of each marking period, the counselors will review the report cards of all students, paying particular attention to the report cards of those who have previously been identified as being at risk for failing one or more courses. For those who continue to be at risk, the counselor will, depending on the issues and previous actions taken, invite the parent to a meeting, schedule a meeting with the student and his/her teacher(s), refer the student to the SRT and/or IST or request on-going teacher updates.
Resources: Student report card
Behavior Standard: LS 6, 7, 8, SMS 6, 8
Evaluation: On-going counselor and teacher monitoring
Preparation: Review report cards, schedule student appointment, contact parents
Delivery System: Direct Student Services: Individual Student Planning

SAT Subject Tests: An Introduction

Domain: Academic/Career Dev.

Timeline: February

Staff: Director

Target Group: 8th-9th Grade Science Honor Students

Duration: 40 minutes per session

Mindset: 1, 5.
Description: Students enrolled in the Living Environment Honors and LEAPES classes have the option of taking the SAT Subject Test in Biology. As such, the director visits each class for the purpose of providing students with an overview of SAT Subject Tests. Included in the discussion is a review of: the use of these tests by colleges, resources they can use to determine which colleges require Subject Tests, and how to decide which exams to take. Students are provided with the College Board website and the registration process is reviewed. Students are advised to see their counselor for additional information or if they have questions.
Resources: College Board web site, Common Application Requirement Grid, College Websites, 9 th Grade Orientation Guide
Behavior Standards: LS 4, 7, 9
Evaluation: Student and teacher feedback, interested students will create a College Board account and register to take exams
P preparation: Identify targeted classes, schedule class visits, prepare student handouts
Delivery System: Direct Student Services: Counselor Curriculum

School Community Association (SCA) Updates

Domain: Academic, Personal/Social, Career Dev.

Timeline: September – May

Staff: Director, Counselors

Target Group: SCA Members

Duration: 10- 20 minutes

Objective: To provide an update on the activities of the department and to inform parents of any possible new initiatives or changes.
Description: The secondary school SCA holds joint Middle/High School meetings throughout the year. Counselors share responsibility for attending these meetings and for providing an update on current department activities and/ or new initiatives. Changes made by external organizations that would impact the counseling program are also included. These would include changes made by New York State, the College Board, ACT, or institutional changes that might impact any part of the college application process.
Resources: SCA calendar
Behavior Standard: N/A
Evaluation: Parent feedback
Preparation: Schedule counselors to attend meetings, prepare update
Delivery System: Indirect Student Services: System Support

Standardized Testing: An Overview for Parents

Domain: Academic/Career Development

Timeline: December

Staff: Counseling Director

Target Group: All Parents Grades 7 – 10

Duration: 90 minutes

Objective: To provide an overview of the standardized exams required for college admissions.
Description: This presentation is designed to provide parents with an overview of the current testing policies of colleges and universities throughout the country, and of the specific exams their children may take to meet testing requirements. Topics reviewed include: the PSAT, and its relationship to the National Merit Scholarship Program, a comparison of the ACT and SAT, and Subject Tests. Parents will be provided with information about Fair Test, and “Test Optional” schools. The program concludes with a question and answer period.
Resources: Power Point Presentation
Behavior Standard: N/A
Evaluation: Parent Survey
Preparation: Reserve Black Box, request technology, review and update PowerPoint to reflect changes, prepare handouts and parent survey
Delivery System: Indirect Student Services: Systems Support

Student Schedule Adjustment

Domain: Academic, Career Development
Target Group: All Students, as needed

Timeline: August - September, January
Duration: Three Weeks

Staff: Counselors

Mindset: 1
Activity: Summer school results are reviewed and schedules adjusted to reflect the courses in which the student should be enrolled. In addition, schedule change requests are reviewed and the counselors will advise students and parent/guardians as to the possibility of making the change. When necessary, counselors confer with department coordinators. To a lesser degree, students will submit schedule change requests at mid-year for the purpose of changing an elective course. Scheduling adjustments can also be made at other times during the year.
Behavior Standard: LS 1, LS 4,
Resources: Summer school results, Windsor School reports, schedule change request form, student schedules, master schedule (eSchool)
Evaluation: Student schedules reflect student interests in meeting their individual academic goals.
Preparation: Review summer school results and student schedule change requests.
Delivery System: Direct Student Services -Individual Student Planning

Summer School Registration

Domain: Academic, Personal/Social, Career Dev.
Target Group: Identified Students

Timeline: June - July
Duration: On-going

Staff: Counselors,
 Summer School Staff

Mindset: 1
Description: Students who fail a course/Regents exam required for graduation are notified by their teachers and instructed to see their respective counselor. The counselor completes the summer school registration form, including verification of testing accommodations (if necessary) and will provide the student and his/her parent/guardian with information regarding the formal registration process, which takes place at Schreiber High School in Port Washington. Each student and parent/guardian are provided with registration and transportation information. Students wishing to re-take a Regents exam are required to register, as well.
Resources: Student's final report card, teacher failure notices, summer school application and registration material.
Behavior Standard: LS 3, LS 6
Evaluation: Review of summer school results.
Preparation: Review summer school packet provided by the summer school, review failure notices submitted by teachers, complete summer school registration form and, if necessary, complete the accommodations form for those who receive testing accommodations, attach a copy of the students IEP or 504 Plan.
Delivery System: Direct Student Services: Individual Student Planning

Middle School (Grade 7-8)

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Grade Level Team Meetings		X	X	X	X	X	X	X	X	X	X	

Grade Level Team Meetings

Domain: Academic, Personal/Social

Timeline: September – June

Staff: Counselors, Teachers

Target Group: Identified Students

Duration: 40 Minutes

Mindset: 1
Description: Separate 7th and 8th grade team meetings are conducted each week. Throughout the year, teachers identify students for whom they have a concern and each teacher will contribute his/her insights as to the performance of the student in his/her class. The counselors are in attendance to contribute/share information and will act as liaisons with parents when student concerns are shared by all teachers. If deemed necessary, parents and other professionals who might be involved with the student are invited to attend. The TEAM will also make recommendations for students to be presented at an IST meeting.
Resources: Progress and report cards, teacher reports, attendance records, parental input.
Behavior Standard: LS 3, LS 8, LS 10, SMS 6
Evaluation: Improved student progress and participation in the curriculum, as determined by teacher reports.
Preparation: Review all related reports.
Delivery System: Indirect Student Services: Consultation

7th GRADE

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
First Day Orientation Program		X										
Career Awareness Lesson							X					
Student Success: Welcome to Middle School		X										
Transitions Program		X	X	X	X	X	X	X	X	X	X	
Individual Meetings		X	X	X	X	X	X	X	X	X	X	

First Day Orientation

Domain: Academic

Timeline: August

Staff: Counselors, Administrators, Teachers

Target Group: All 7th Grade Students

Duration: Full Day

Mindset: 1, 2, 3

Description: First Day Orientation is the last in a series of activities designed to allow for the smooth transition of students to the Middle School. Seventh grade students are present in school but do not attend classes. Instead, this full day program includes the following: a welcome address by the principal, large and small group presentations conducted by counselors and teachers, activities in the gym, and a question and answer session with their teachers. During the counselor led activity, the students will complete a questionnaire designed by the counselors that will be reviewed with each student at a later time.

Behavior Standards: LS 6, SMS 1, SS 3

Resources: School planner, student schedules, student questionnaire, index cards

Evaluation: Administrator, teacher and counselor monitoring, student feedback

Preparation: Reserve auditorium, prepare student questionnaire, secure index cards for student questions, distribute School Planners (if available) to classrooms

Delivery System: Direct Student Services: Counselor Curriculum

Career Awareness Program

Domain: Career, Personal/Academic/Social

Timeline: February

Staff: Counselors,

Target Group: All 7th Grade Students

Duration: 40 Minutes

Home and Career Teacher

Mindset: 1, 4, 5, 6
Description: As part of the Transitions curriculum, students are introduced to Career Zone and other career search engines. The students complete a career interest inventory. Prior to this program, the counselors visit each class and conduct a lesson on the importance of assessing personal interests and skills. An exercise conducted during the lesson requires students to match skills with possible careers.
Resources: Naviance. Career Zone
Behavior Standard: LS 5, LS 7, LS 10,
Evaluation: Pre and post lesson questionnaires are completed to assess student growth in their understanding of the importance of career awareness, in general, and of the importance of beginning the process of self-evaluation. Review survey completed by students.
Preparation: Review and revise lesson, schedule visits with the Home and Careers Teacher
Delivery System: Direct Student Services: Counselor Curriculum

Transitions Program

Domain: Academic, Personal, Social/Emotional

Timeline: September-June

Staff: Counselors,

Target Group: All 7th Grade Students

Duration: 40 Minutes

Clerical staff

Mindset: 1
Description: This lesson-based program takes place during a 7 th grade free period every other day entitled “Transitions.” Counselors and other members of the wellness team will push into these classes to conduct group activities based upon common concerns and experiences of 7 th graders today. Topics include but are not limited to: Friendships, Mindfulness, Stress Management, Study Skills, Decision-Making Skills and Career Awareness
Resources: Supporting materials and online resources
Behavior Standard: SS 2, SS 5, SS 9
Evaluation: Improvement in skills discussed, pre-post questionnaire
Preparation: Review/revise activities, prepare pre and post lesson questionnaires.
Delivery System: Direct Student Services: Counselor Curriculum

7th Grade Meetings-Annual Individual Progress Review

Domain: Academic, Career, Social Emotional

Timeline: November-December

Staff: Counselors

Target Group: All 7th Grade Students

Duration: 40 Minutes

Mindset: 1, 4, 5, 6
Description: Counselors schedule all 7th grade students for individual meetings. Prior to the meetings, the student will have completed a Naviance survey designed to gather information from the student related to the his/her academic and career interests, as well as the student's social/emotional self-evaluation. The counselor will: review the student's academic progress up to the time of the meeting, discuss career interests and make recommendations related to how the student might explore those interests and discover others.
Resources: Student schedules, questionnaire
Behavior Standard: LS 6, LS 7, LS 8
Evaluation: Pre-meeting questionnaire, increased traffic in the MS Counseling Office
Preparation: Review student schedules to arrange for meetings during common times. Review student questionnaires.
Delivery System: Direct Student Services: Counselor Curriculum

8th GRADE

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Awards Ceremony											X	
8th Grade Parent Night						X						
MS/HS Articulation Meetings										X	X	
Private School Applications		X	X	X	X							
High School Scheduling Presentation						X						
Student/Parent Transition Conferences Annual Individual Progress Review						X	X	X	X	X	X	

Awards Ceremony

Domain: Academic, Personal/Social

Timeline: June

Staff: Administrators, Teachers,

Target Group: Invited Students

Duration: 1-hour

Counselors, Clerical Staff

Mindset: 1, 2, 5, 6
Description: Teachers within each of the academic disciplines are asked to identify students who will be recognized for their achievement in that discipline. Award recipients and their parents/guardians are invited to attend a ceremony, which is held in June.
Resources: Ceremony invitations, student award certificates, awards ceremony program
Expected Outcome: Award recipients will be recognized by the school community and students will feel encouraged to continue their individual efforts. LS 6, SMS 5
Behavior Standard: B-LS 6, 10
Preparation: Reserve auditorium, identification of award recipients, mail invitation, preparation of certificates and the awards ceremony program.
Delivery System: Indirect Student Services: System support

8th Grade Parent Night

Domain: Academic, Personal/Social

Timeline: January

Staff: Administrators

Target Group: Parents/Guardians of 8th Grade Students

Duration: 90 Minutes

Objective: Provide parents with an overview of the high school curriculum specific to each academic discipline and of co-curricular activities.
Description: Parents are welcomed by the principal. Each of the academic coordinators will provide an overview of the academic course offerings available to 9 th grade students, as well as an overview of the co-curricular activities sponsored by each department. The counseling director will present a general overview of the counseling department and parents are encouraged to respond to the invitation to schedule an individual appointment with their respective counselor. Time to answer questions is set aside for the end of the presentation
Resources: PowerPoint presentation
Expected Outcome: Parent awareness of course options for the 9 th grade is increased as is their understanding of the requirements related to each of the levels at which courses are offered. Parents will also have a greater understanding of the co-curricular activities associated with each academic department, the structure of the high school counseling department, the services provided to students with disabilities, and the athletic program.
Evaluation: Parent survey, individual 8 th grade family conference with the counselor
Preparation: Reserve auditorium, review and revise PowerPoint presentation, send invitation
Delivery System: Indirect Student Services: System Support

High School Scheduling Presentation

Domain: Academic, Personal/Social. Career Dev.

Timeline: January

Staff: Counselors

Target Group: 8th Grade Students

Duration: 40 minutes

Mindset: 1, 3
Description: The counselors visit each health class for the purpose of explaining the high school scheduling and course selection process. The counselors review the difference between required and elective courses and explain the concept of a “pre-requisite. Copies of the course catalog are distributed and students will be guided through the document for the purpose of becoming familiar with its structure and to identify courses for which pre-requisites are required. The elective course selection form is reviewed and the students are provided with instructions related to its completion. Students will be given time at the end of the lesson to review the catalog and ask questions.
Resources: PowerPoint presentation, high school course catalog
Behavior Standard: LS 4, LS 8, LS 9
Evaluation: The successful completion and submission of the elective course selection form.
Preparation: Schedule visits to health classes, review/revise PowerPoint presentation, secure course catalogs
Delivery System: Direct Student Services: Counselor Curriculum

MS/HS Articulation Meetings

Domain: Academic

Timeline: June

Staff: MS/HS Counselors

Target Group: 8th Grade Students

Duration: 10 hours

Objective: To provide the high school and middle school counselors with an opportunity to discuss student progress and special needs.
Description: The middle and high school counselors will schedule individual meetings with each other and during each of these meetings the middle school counselors will provide the high school counselor with an academic and personal overview of each student assigned to the high school counselor’s case load. Students with special needs will be discussed in greater detail.
Resources: Student records, counselor verbal report
Expected Outcome: The high school counselors will be better prepared to meet the needs of the students assigned to them.
Evaluation: High School counselor feedback and preparedness to work with new students.
Preparation: Schedule appointments with high school counselors, review student report cards and progress reports.
Delivery System: Indirect Student Services: Collaboration

Private School Applications

Domain: Academic, Personal/Social, Career
Target Group: 8th Grade Students, by request

Timeline: September-November
Duration: 1 hour, per request

Staff: Counselors, Clerical Staff

Mindset: 1
Description: Students who are interested in applying to private high schools identify themselves to their counselor who will, in turn, provide the student with a form that both he/she and the parent/guardian must complete. The counselor will complete the application and, if required, write a supporting letter of recommendation. Additional supporting documents will be assembled by the clerical staff member, who will forward all documentation to the receiving school.
Resources: Private school application, counseling department form, letter of recommendation, student report card
Behavior Standard: LS 4
Evaluation: Timely submission of all application material.
Preparation: Complete private school application and letter of recommendation, if required.
Delivery System: Indirect Student Services: Consultation

8th Grade and Transition Conference and Annual Progress Review

Domain: Academic, Personal/Social, Career Dev.
Target Group: 8th Grade Students and Parents/Guardians

Timeline: January - May
Duration: 40 minutes

Staff: Counselors, Clerical Staff

Mindset: 1, 2, 4, 5, 6
Description: Transition meetings are scheduled between January and May to allow each family an opportunity to meet with their respective counselor. A copy of the agenda is provided at the start of the conference, which begins with the student being asked to reflect on his/her experience in the middle school, including any academic or personal goals the student identified in 7 th grade. The counselor will review the student's progress, to date and go over end of year testing requirements for students enrolled in Regent level courses. Additional agenda topics include, but are not limited to the following: teacher recommendations for 9 th grade courses and the student's elective choices, changes to career interests identified earlier, the similarities and differences between middle and high school, the importance of goal setting, time management and of balancing one's schedule. The structure of the high school counseling program will be reviewed, parent program offerings will be mentioned, and all will be advised to become familiar with the department web-site.
Resources: Conference agenda, student's 7 th grade questionnaire, report card, course recommendations.
Behavior Standards: LS 4, LS 6, LS 7, SMS 10
Evaluation: Student and parent feedback.
Preparation: Review/revise conference agenda, student's 7 th grade questionnaire, report cards and progress reports
Delivery System: Direct Student Services: Individual Student Planning-Advisement

HIGH SCHOOL CORE COUNSELING PLAN 9-12

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
BOCES Applications						X	X	X	X	X	X	
Financial Aid Night		X										
Honor Society Eligibility			X	X			X					
Naviance Maintenance (9-12)		X	X	X	X	X	X	X	X	X	X	
Scholarship and Summer Program Applications						X	X	X	X	X	X	
Classified Student Standardized Test Registration	X	X	X	X	X	X	X	X	X	X	X	X



Board of Cooperative Education Services (BOCES) Applications

Domain: Academic, Personal/Social, Career Dev.

Timeline: January - June

Staff: Counselors, Health Office

Target Group: Selected Students

Duration: 60 minutes

staff, Special Education office staff

Mindset: 1
Description: When students identify their interest in participating in a vocational program the counselors complete the BOCES application, which includes securing the parent signature and gathering required documents including: the student's transcript, report card, attendance record, immunization record and, in the case of classified students, the evaluations used to make the initial classification determination. Once completed, the application is mailed to the BOCES central application processing center. In addition to vocational programs, certain students are recommended to attend an alternative secondary school program. Applications to these schools will include information similar to that required for vocational programs and the counselors will provide these documents to the director of the secondary Special Education program.
Resources: BOCES application, transcript, report card, attendance and immunization records, Special Education documentation.
Behavior Standards: LS 4
Evaluation: The successful enrollment of students in their chosen/recommended program.
Preparation: Complete BOCES application, secure all required documentation.
Delivery System: Direct Student Service: Individual Student Planning.

Financial Aid Night

Domain: Academic, Career Development

Timeline: September/October

Staff: Director of Counseling Services

Target Group: Parents 9-12

Duration: 90 minutes

Clerical Staff

Mindset: 1
Description: The presenter is a representative from a local college/university, who has direct involvement in the financial aid office at his/her respective institution. The presentation will include an overview of federal grant and loan programs as well as a review of the Free Application for Federal Student Aid (FAFSA). The New York State TAP program will also be discussed. Parents will be provided with information regarding application availability and the recommended dates for its submission.
Resources: PowerPoint and/or handouts provided by the presenter.
Behavior Standard: LS 7
Evaluation: Program evaluation.
Preparation: Secure speaker, Reserve auditorium, request technology support
Delivery System: Indirect Student Support: System Support

Honor Society Eligibility

Domain: Academic
Target Group: Identified Students

Timeline: October – November
Duration: 1- 2 hours per request

Staff: Director,
 Counselors

Mindset: 1, 5
Description: The counselors review the transcripts of identified students for the purpose of calculating subject area specific GPA's.
Resources: Student transcripts
Behavior Standards: LS 6
Evaluation: Induction of qualified students into honor societies.
Preparation: Review student transcripts, calculate subject specific GPA's
Delivery System: Indirect Student Support: Consultation

Naviance Account Maintenance

Domain: Academic, Personal/Social Career Dev.
Target Group: All Students 9-12

Timeline: On-going
Duration: Varies

Staff: Director, Counselors, Clerical
 Staff, Technology Department

Mindset: 1
Description: Naviance accounts are created for each student by rolling over demographic information from eSchool. The counselors ensure that: each student is given an access code, the account is activated, and counselor assignments are accurate. Student academic data is refreshed annually and SAT/ACT data is uploaded when received. Accounts are created for newly enrolled students and, likewise, accounts are deleted for those who transfer from the district. (Information specific to the College Application process will be covered under a separate entry.) Faculty accounts are created to facilitate the transmission of college recommendations and teacher reports. User roles are assigned to the various user groups and settings are reviewed annually and revised.
Resources: Naviance, student records, College Board and SAT records
Behavior Standard: N/A
Evaluation: Naviance user feedback
Preparation: Rollover student data from eSchool, create and disseminate student accounts, upload standardized test scores, create faculty accounts
Delivery System: Indirect Student Services: Systems Support

Scholarship and Summer Program Applications

Domain: Academic, Personal/Social, Career Dev.

Timeline: January - June

Staff: Counselors, Clerical Staff

Target Group: Self- Identified Students

Duration: Varies

Mindset: 1
Description: Upon request, counselors complete student applications, which will generally include, in addition to the basic application, a written letter of recommendation and the submission of the student's transcript. Prior to the completion of the application, the student will be provided with a release form that must be signed by the parent /guardian. When all of the required components of the application are complete, it is forwarded to the scholarship/summer program contact.
Resources: Scholarship/summer program application, student records, parent release form.
Behavior Standard: LS 10
Evaluation: Timely submission of application material.
Preparation: Provide student with release form, complete application and letter of recommendation, if required, gather student records
Delivery System: Direct Student Services: Individual Student Planning

Special Needs Standardized Test Registration

Domain: Academic

Timeline: On-going

Staff: Counselors, Clerical/Special

Target Group: Students with IEP's/504 Plans

Duration: 60 minutes

Education Staff, School Psychologist

Mindset: 1
Description: At the conclusion of the 9 th grade Annual Review or 504 meeting, students and the parents/guardians are provided with an explanation of the College Board process for requesting testing accommodations, as well as a copy of the required consent to release documents form, required by the College Board. Upon receipt of the signed consent form, the counselor will create a Services for Students with Disabilities (SSD) account and complete the application. If documentation is required, a request to obtain the required documents will be forwarded to the Special Education office. With regard to the ACT, parents and students are made aware that testing accommodation requests can only be made at the time the student decides to test. They are, however, provided with a consent to release document required by the ACT so that the request can be processed at the appropriate time. Mr. Stewart Grabelsky processes these requests. Students who receive an initial IEP or 504 plan after 9 th grade are provided with the consent forms at that time.
Resources: College Board Accommodations site, College Board/ACT applications, consent forms, supporting documentation
Behavior Standard: SMS 6
Evaluation: Approved students will use their respective testing accommodations when taking the SAT, ACT, or both.
Preparation: Provide parent and student with consent to release forms, access and have available information from the student's IEP
Delivery System: Direct Student Services: Individual Student Planning

9th Grade

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Annual Individual Progress Review			X	X	X	X						
Individual Student-Family Conferences							X	X	X	X		
Student-Family Night: Counseling Program Overview			X									
Small Group Meetings		X										

Annual Individual Progress Review

Domain: Academic, Personal/Social
Target Group: All 9th Grade Students

Timeline: October – January
Duration: 40 minutes

Staff: Counselors,
 Clerical Staff

Mindset: 1, 3, 5, 6
Description: The individual 9 th grade conference is the first formal meeting between the high school counselor and individual students. During this meeting the counselor will introduce herself/himself and provide insights into the role of the high school counselor. To get to know the student, the counselor will conduct an interview and the student will be asked a series of questions intended to assist the counselor in getting to know, among other things, the student’s academic, personal and future career interests. The student will be asked to identify his/her strengths and weaknesses to provide the counselor with an opportunity to make recommendations related to seeking support, if needed. The counselor will also ask the student about his/her family background, involvement in school activities, and goals for 9 th grade and beyond. The counselor will review the student’s schedule of classes and ask the student to reflect on his/her/their transition to high school. Students will be made aware of the process by which they can schedule appointments and of a group meeting that will be conducted later in the semester.
Resources: Student schedule, report card, progress report, 9 th Grade Conference form.
Behavior Standards: LS 4, 6, 8, SMS 6 (if applicable)
Evaluation: Student feedback, student monitoring.
Preparation: Schedule individual student appointments, prepare student passes, review student schedule and previous academic history, prepare conference form
Delivery System: Direct Student Services: Individual Student Planning

Individual Student-Family Conferences

Domain: Academic, Personal/Social, Career Development
Target Group: All 9th Grade Students

Timeline: February – May
Duration: 40 minutes

Staff: Counselors,
 Clerical Staff

Mindset: 1,2 5, 6
Description: Parents/guardians are invited to schedule a conference between February and mid-May. The agenda for the conference is comprehensive in that it provides an opportunity not only to review the student’s academic and personal transition to high school, but also look ahead to academic and personal pathways each student might pursue in the following year(s). Among other agenda items, the counselor will review: information provided by the student at the initial fall meeting, course recommendations for 10 th grade, standardized testing options relevant to each student, including the PSAT and Pre-ACT, topics covered in the 9 th Grade Orientation Guide provided at the start of the year, community service opportunities, and much more. Students and parent/guardians are encouraged to ask questions and adequate time is allotted for this purpose.
Resources: Conference agenda, Individual 9 th Grade Conference form, student report cards/progress report, projected schedules, parent and student guidebooks.
Behavior Standard: LS 6, 7, 10, SMS 8
Evaluation: Student and Parent/Guardian feedback
Preparation: Review and revise conference agenda, review student reports cards, progress reports and initial conference form.
Delivery System: Direct Student Services: Individual Student Planning

9th Grade Student-Family Night

Domain: Academic
Target Group: All 9th Grade Parents/Guardians

Timeline: October
Duration: 90 minutes

Staff: Counselors,
 Clerical Staff

Mindset: 1
Description: Parents are invited to attend the 9 th Grade Parent Night, which is scheduled for late September or early October. The program begins in the high school auditorium with a short PowerPoint presentation. Following this presentation, the parents accompany their child’s counselor to a separate location, where they will have an opportunity to meet the counselor and review the 9 th Grade Parent Guide. The guide is designed as a companion piece to the student guide and includes, among other topics, information on: the school counseling program, by grade level, graduation requirements, state and standardized testing programs, high school grading policy, and information for student athletes. Counselors review each topic, in brief, and parents are invited to ask questions.
Resources: PowerPoint presentation, 9th Grade Orientation: A Parent Guide, Parent Survey form
Behavior Standard: N/A
Evaluation: Parent Feedback Survey
Preparation: Send meeting reminder to parents, review and update PowerPoint and Parent Guide, secure rooms for break-out sessions, prepare family packets, request technical and custodial support
Delivery System: Indirect Student Services – Systems Support

9th Grade Small Group Meetings

Domain: Academic

Timeline: September

Staff: Counselors,

Target Group: All 9th Grade Students

Duration: 40 minutes

Clerical Staff

Mindset: 1, 3,
Description: During these group meetings the counselors will review the contents of the 9 th Grade Orientation Guide which, in addition to including information specific to New York State graduation requirements, includes information on: our grading system, calculation of the GPA, the high school transcript, criteria for membership in each of our honor societies, NCAA information for athletes, and more. Students are encouraged to review the guide with their parents and to review the Parent Guide, as well. The students are also introduced to Naviance and provided with their individual access codes.
Resources: 9 th Grade Orientation Guide, Naviance codes, meeting agenda
Behavior Standard: LS 9, 10, SS 3
Evaluation: When meeting individually with their counselor, or with their parent/guardian, the student is familiar with the information contained in the Guide and can make decisions based on this information.
Preparation: Arrange scheduled meeting times with the Physical Education teachers, arrange for meeting places, prepare student guides, review and revise meeting agenda
Delivery System: Direct Student Services: School Counseling Curriculum

10th Grade

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Annual Individual Progress Review					X	X	X	X	X	X		
Career Interest Inventory				X								
Pre-ACT Administration						X						
PSAT Administration			X									
10th Grade Student-Family Night							X					

Annual Individual Progress Review

Domain: Academic, Personal/Social, Career Development
Target Group: All 10th Grade Students

Timeline: December-May
Duration: 30-40 minutes

Staff: Counselors

Mindset: 1, 4, 5
Description: Individual meetings are scheduled for each 10 th grade student after the interest inventory activity has been completed. As with each annual progress review, the counselor and student will discuss: the results of the interest inventory and recommendations for summer activities related to current interests and possible collegiate programs they may want to consider, the student's academic progress and plans the student may have formulated for end of year standardized testing and any personal concerns the student may have. The student will be asked to provide the counselor with an update on extracurricular and/or community-based activities as well as any plans the student may have for summer activities. (Students are reminded to refer to the department web site for listings of summer programs) Students are invited to share their possible career interests and are reminded to return to Naviance to continue exploring their options. Preliminary post-secondary plans are also explored at this time. Students are provided ample opportunity to ask questions and, are encouraged to do so.
Resources: 10 th Grade agenda, student's academic record, Career Interest Inventory results, department website
Behavior Standards: LS 4, 6, 7, 8, 9, 10, SS 3
Evaluation: Student feedback
Preparation: Review and revise conference agenda, schedule appointments, review student academic records and interest inventory results.
Delivery System: Direct Student Services - Individual Student Planning

Career Interest Inventory

Domain: Academic, Personal/Social, Career Dev.
Target Group: All 10th Grade Students

Timeline: November

Staff: Director, Counselors, Clerical

Duration: 90 minutes (over 2 days) Staff, Computer Lab Assistant

Mindset: 1, 4
Description: Each year, the counselors meet with all 10 th grade students for the purpose of introducing them to Naviance Career resources. The Naviance resources used have varied each year as the department evaluates its overall, multi-year Career Exploration program
Resources: Naviance
Behavior Standard: LS 5, 7, 9
Evaluation: Student feedback provided during the 10 th grade individual conferences.
Preparation: Arrange schedules with English and Social Studies teachers, book the ACC and other appropriate locations, review and revise workbook, print workbooks.
Delivery System: Direct Student Services – School Counseling Curriculum

Pre-ACT Administration

Domain: Academic
Target Group: 10th Grade Students

Timeline: January
Duration: 3-5 Hours

Staff: Counselors, Teachers,
Clerical/Custodial Staff

Mindset: 1
Activity: The Pre-ACT is administered in January by the District Testing Coordinator. Student room assignments are displayed prior to the exam so that on exam day they report directly to their assigned rooms. Testing accommodations, and special room assignments, are provided for students who have been previously approved by the College Board. Prior to the administration of the exam each proctor receives a set of the instructions provided by the College Board, and all College Board procedures are followed. The teacher is responsible for the administration of the exam in his/her room and for the safe return of all testing material. At the completion of the exam, the administrator accounts for all material, prepares the exams for shipment back to the College Board and secures the exam books. Upon return of the test results, the counseling department clerical staff will match up the test reports to the test book used by each student and prepare both for mailing.
Behavior Standards: LS 6, 9
Evaluation: The Pre-ACT is successfully administered to all registered students and exam material is returned to Educational Testing Services by the required date
Resources: ACT Administrators Manual, Pre-ACT exam material, pencils
Preparation: Order Pre-ACT Testing material, including material for students with special needs. Upon arrival, verify accuracy of testing material and ensure that all testing material is kept in a secure location. Secure proctors. Designate and assign students to testing rooms. Post room assignments in the 10 th grade hall. Send mailing to students with special needs indicating the room to which they have been assigned. After testing: verify that all used testing material has been returned, prepare answer sheets for return mailing, secure test booklets, complete test report, complete and sign time sheets.
Delivery System: Direct Student Services: Individual Student Planning

PSAT Administration

Domain: Academic
Target Group: 10th and 11th Grade Students

Timeline: October
Duration: 4 – 6 Hours

Staff: Counselors, Teachers,
 Clerical/Custodial Staff

Mindset: 1
Activity: The PSAT is administered in October, and the District Testing Coordinator is the main administrator. Student room assignments are displayed prior to the exam so that on exam day they report directly to their assigned rooms. Testing accommodations, and special room assignments are provided for students who have been previously approved by the College Board. Prior to the administration of the exam each proctor receives a set of the instructions provided by the College Board, and all College Board procedures are followed. The teacher is responsible for the administration of the exam in his/her room and for the safe return of all testing material. At the completion of the exam, the administrator accounts for all material, prepares the exams for shipment back to the College Board and secures the exam books. Upon return of the test results, the counseling department clerical staff will match up the test reports to the test book used by each student and prepare both for mailing.
Behavior Standard: LS 6, 9
Evaluation: The PSAT is successfully administered to all registered students and exam material is returned to Educational Testing Services by the required date.
Resources: College Board Administrators Manual, College Board SSD site, PSAT exam material, pencils
Preparation: Order PSAT Testing material, including material for students with special needs. Upon arrival, verify accuracy of testing material and ensure that all testing material is kept in a secure location. Secure proctors. Designate and assign students to testing rooms. Post room assignments in the 10 th and 11 th grade halls. Send mailing to students with special needs indicating the room to which they have been assigned. After testing: return all testing material, complete test report, complete and sign time sheets.
Delivery System: Direct Student Services: Individual Student Planning

10th Grade Student-Family Night

Domain: Academic, Career Development
Target Group: All 10th Grade Students **and** Parents/Guardians

Timeline: February
Duration: 90 minutes

Staff: Counselors, Clerical/Custodial
 Staff, CASA Representative

Mindset: 1
Description: The evening begins with a brief presentation made by CASA, which is immediately followed by a presentation that is shared by each of the counselors. The counselors will review the: scheduling process for 11 th grade, and the Interest Inventory completed by the students in November. The initial counselor presentation is followed by a speaker invited to address the differences and similarities between the SAT and ACT. Following this presentation and Q&A, the students and parents will be reminded of the importance of developing a testing schedule by the start of 11th grade. Information is mailed home to those parents/guardians who are unable to attend.
Resources: PowerPoint Presentation, Handouts
Behavior Standard: LS 9
Evaluation: Parent Program Survey
Preparation: Send out meeting reminder, reserve auditorium, secure a speaker, review and revise PowerPoint presentation, prepare handouts and individual family packets, review GPA Game format, prepare parent survey, request technical and custodial support
Delivery System: Indirect Student Services – Systems support

11th Grade

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Mock College Interview Night							X					
11th Grade Student-Family Night			X									
Post-Secondary Planning Conferences/ Annual Individual Progress Review							X	X	X	X	X	
Post-Secondary Pre-Planning Conference					X							
PSAT Administration			X									
Senior Autobiography Packet and Review Community Sponsored Program Applications (American Legion, Molloy College Boot Camp)						X	X	X	X	X	X	X

Mock College Interview Night

Domain: Academic, Personal/Social, Career Dev.

Timeline: February

Staff: Director, Parent

Target Group: All Students

Duration: 3 hours

Volunteers, Clerical Staff

Mindset: 1, 2, 4, 5, 6
Description: This program, which is scheduled each year in February, is divided into two sessions. Students are invited to register for the program in the counseling office and those who participate will receive printed copies of the program overview and a list of possible interview questions. In total, approximately 100 students will be scheduled for interviews (Number depends on the number of interviewers). Members of the community, who have interviewing experience, are invited to participate as interviewers and each is provided with an overview of the program, as well as a series of recommended questions to be asked during each of two sessions. The student participants are scheduled for two separate interviews and, at the completion of each, they are provided both written and oral feedback.
Resources: Mailing to students and interviewers, feedback surveys
Behavior Standard: LS 4, 9, SS 1, 8, 9
Evaluation: Student and Interviewer Program Surveys
Preparation: Enlist parent volunteers, program announcement to students, establish registration process, prepare interviewer and student packets, reserve rooms, prepare interviewer/interviewee schedules
Delivery System: Direct Student Services – Collaboration

11th Grade Student-Family Night

Domain: Academic, Career Development
Target Group: 11th Grade Parents/Guardians

Timeline: October
Duration: 90 minutes

Staff: Counselors,
 Clerical Staff

Mindset: 1
Description: Parent/guardians are invited to attend the 11th grade parent night, which is held each year in October. The program begins with a brief presentation by CASA, and is followed by a PowerPoint presentation which, in addition to other topics, will detail the following: an overview of the Post-Secondary Guide and a timeline of 11th grade activities, including group meetings and family conferences. Parents will also be made aware of opportunities directed toward 11th graders including the Mock Interview Night, Molloy College Boot Camp, and the Boy's and Girl's State programs. Parents are provided with a packet of information and this packet is mailed to those who are unable to attend.
Resources: PowerPoint presentation, Post-Secondary Guide, handouts.
Behavior Standard: N/A
Evaluation: Parent Program Survey
Preparation: Review/revise PowerPoint presentation, review/revise and print Post-Secondary Planning Guide, prepare handouts and individual family packets, prepare parent survey, request technical and custodial assistance
Delivery System: Indirect Student Services- System Support

Post-Secondary Planning Conference and Annual Progress Review

Domain: Academic, Personal/Social, Career Development
Target Group: All 11th Grade Students

Timeline: January – May
Duration: 90 minutes

Staff: Counselors,
 Clerical Staff

Mindset: 1, 2, 4
Description: In January, parents/guardians will receive an invitation to schedule a conference. Before doing so, however, each student is required to submit a completed copy of the Common Application, distributed at the group meeting in December, as well as a college search completed using Naviance. During the conference, the counselor will provide the family with a comprehensive agenda, covering topics that include, but are not limited to: a review of the student's current academic profile, the high school transcript, standardized testing results/schedule, senior year courses, teacher recommendations, campus visits, interviews, the Common Application essay prompts, and the NCAA, if applicable. Once each item on the agenda has been reviewed, the counselor will focus on the list of schools the college search produced and address the criteria used to produce the list. The counselor will use this opportunity to clarify any questions she might have, relative to the student's academic and career interests, and will make recommendations for additional schools the student may want to consider.
Resources: Conference agenda, Common Application, student's college search, transcript, report card, and progress reports, handouts
Behavior Standards: LS 5, 6, 9, SMS 1, SS 3
Evaluation: Parent/guardian and student feedback.
Preparation: Schedule appointments, review student's preliminary college questionnaire, academic file, and the Common Application college search list. Identify additional schools the student may wish to consider
Delivery System: Direct Student Services - Individual Student Planning

Post-Secondary Pre-Planning Meetings

Domain: Academic, Personal/Social, Career Dev.

Timeline: December

Staff: Counselors

Target Group: All 11th Grade Students

Duration: 40 minutes

Mindset: 1, 2, 4, 5, 6
Description: The counselors meet with the students during their regularly scheduled English/Social Studies classes in December. Each student will complete a preliminary questionnaire, the focus of which is to gather information related to his/her current post-secondary plans. Once completed, the counselors will refer to the Post-Secondary Guide provided to their parents and provide the students with an overview of the calendar of events for the remainder of the year. Primary among these events is the individual family conference. At this time, the students are provided with a copy of the Common Application and made aware of the requirement that they complete it, along with a Naviance college search. Each session concludes with an opportunity for the students to ask questions.
Resources: Student questionnaire, Post-secondary guide
Behavior Standard: LS 1, 7, 9, SMS 1, 5, 10, SS 3
Evaluation: Student feedback survey, student completion of required documents and the scheduling of the family conference
Preparation: Schedule student meetings with faculty, review and revise student questionnaire, assign meeting locations
Delivery System: Direct Student Services – School Counseling Curriculum

PSAT Administration

**Refer to description provided under 10th Grade activities*

Senior Autobiography

Domain: Academic, Personal/Social, Career Dev.

Timeline: May – June

Staff: Counselors,

Target Group: All Students

Duration: 60 minutes

Clerical Staff

Mindset: 1, 4

Description: The Senior Autobiography Packet is mailed home to each student and includes three documents; the Senior Autobiography, Parent Brag Sheet, and Teacher Appraisal Forms. The Autobiography is a multi-page document consisting of short answer questions designed to gather information specific to each student's high school experiences, current and future interests, personal insights and accomplishments, among other topics. The Parent Brag Sheet consists of a single question which asks parents/guardians to provide reflections on their child's growth and or accomplishments. The Teacher Appraisal Forms are provided for the student to give to three teachers. Students must also obtain a Teacher Letter of Recommendation Contract complete with teacher signatures of those who agreed to write letters. This document signifies the agreement of the student to uphold his/her/their character and integrity. These documents are returned directly to the counselor and are used exclusively by the counselor in preparation of the student's letter of recommendation.

Resources: Senior Autobiography, Parent Brag Sheet, three (3) Teacher Appraisal Forms, Teacher Letter of Recommendation Contract

Behavior Standard: LS 1, SMS 1

Evaluation: Completed Letter of Recommendation

Preparation: Review and revise the Senior Autobiography, teacher appraisal forms, and parent brag sheet, prepare and mail family packets

Delivery System: Direct Student Services - Individual Student Planning

12th Grade

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
College Application Process Overview		X										
College Application Processing	X	X	X	X	X	X						
College Mini-Fairs		X	X									
College Representative Virtual and In-Person Information Sessions		X	X	X								
Final Transcript Submission												X
Follow Up College Conferences		X	X	X	X	X						
Regeneron Application Preparation			X	X								
Mid-year and Final Grade Submission						X						X
National Collegiate Athletic Association (NCAA) School Account Maintenance						X	X					
National Merit Scholarship Application Submission		X	X									
12th Grade Student-Family Night		X										
Scholarship Committee/ Ceremony								X	X	X	X	
School Community Association (SCA)/MSAA Grant Committees									X		X	
Classified Student Exit Meetings										X	X	
State Education Reporting										X	X	

12th Grade
College Application Process Overview

Domain: Academic, Personal/Social, Career Dev.

Timeline: September

Staff: Counselors, Teachers,

Target Group: All Students

Duration: 40 minutes

Mindset: 1, 2, 4, 5
Description: Immediately after the 12th grade Parent Night, the counselors meet with seniors during their English/Social Studies classes to review the procedures related to processing college application material. Students will be made aware of the material distributed to their parents and will be advised to review and become familiar with it. Students are asked to pay particular attention to the comprehensive checklist included in that distribution. The counselors will review and complete the steps involved in linking Common Application and Naviance accounts so that the electronic submission of documents can be completed. The students will be made aware that all procedures have been instituted to ensure that recommendation requests align with information provided to the counseling office.
Resources: Agenda, counseling center forms
Behavior Standards: LS 7, SMS 1, 5, 10
Evaluation: Timely and accurate submission of application material
Preparation: Arrange visitation schedule with teachers, prepare handouts
Delivery System: Direct Student Services – School Counseling Curriculum

College Application Processing

Domain: Academic, Career Development

Timeline: September - February

Staff: Counselors, Clerical

Target Group: All Seniors

Duration: 1 hour per student

Support Staff

Mindset: 1
Description: At the start of each school-year specific procedures are put in place and implemented for the processing of all college application material. These procedures include: instructions provided to students for the submission of their paperwork to the counseling office, instructions provided to the faculty for the submission of teacher recommendations, and procedures for the processing of student material by both the counselors and the counseling department clerical support staff. Students are asked to refer to the checklist provided to their parents at the parent night meeting and the counselors will prioritize their work based on application deadlines of each student. If requested, the counseling office will submit first quarter grades for any student applying under either an Early Decision or Early Action option. The submission of all documents from the counseling office is coordinated between the counselor and the clerical staff member with whom she works. Students are asked to report the results of each of their applications and the counselors will, upon request, contact the admissions representative at a school to which the student was deferred under any early option or, in the spring, to a school where a student has been wait-listed. In January, mid-year grades are submitted to all schools, including any school to which an early applicant has been admitted. At the completion of the year, final transcripts are submitted to the school in which each student will enroll in the fall.
Resources: Transcript Verification forms, Transcript Release forms, Common Application, FERPA forms (for Non-Common Application schools), Scholarship Opportunity Release form, Diploma Inscription form
Behavior Standards: N/A
Evaluation: Students receive application decisions from each school to which they apply
Preparation: Review and revise all handouts, prepare application folder for each student, update Naviance accounts, update/maintain teacher Naviance accounts
Delivery System: Individual Student Planning

College Mini-Fairs

Domain: Academic, Career Development
Target Group: All 11th and 12th grade students

Timeline: September - October
Duration: 90 minutes per Fair

Staff: Counselors

Mindset: 1, 4
Description: Manhasset High School sponsors a series of mini-fairs each fall. Colleges and universities are contacted and provided with the schedule for each session and representatives will contact the counseling office to request a date on which they can participate. Our calendar is monitored by a member of the clerical staff who schedules these visits. A maximum of thirty (30) representatives will visit during each of four (4) mini-fairs. Students are encouraged to attend the mini-fairs for the purpose of gathering information from and asking questions of the visiting college representatives.
Resources: Mini-Fair master schedule, Mini-Fair student pass, signs for each school, School Profile
Behavior Standards: LS 7, SMS 1, 5, SS 9
Evaluation: Student and College Representative feedback, student participation
Preparation: Invitation sent to colleges and universities, create a roster, notify custodial staff of table set up requirements, notify security guard of the number of visitors, upload schedule to department web site and post visits in the junior and seniors hall and SPA, update and remind students to obtain a pass
Delivery System: Indirect Student Services: System Support

College Representative Virtual and In-Person Information Sessions

Domain: Academic
Target Group: All 11th and 12th Grade Students

Timeline: September - November
Duration: 40 minutes

Staff: Director, Counselors

Mindset: 1, 4
Description: During the college visitation season the representatives from certain high interest schools will be afforded the opportunity to meet with students in a small setting. During these individual sessions the college representative will have an opportunity to provide an academic and social overview of the college, and discuss specific application policies and/or procedures. Students are invited to ask questions. Prior to these sessions, a counselor will meet with the representative to complete a college update sheet that is distributed among the counselors.
Resources: College update form, material provided by each presenter
Behavior Standard: LS 7, SMS 1, 5, SS 9
Evaluation: Student and college representative feedback
Preparation: Invitation sent to colleges and universities, schedule individual visits, reserve rooms
Delivery System: Indirect Student Services: System Support

Follow-Up College Planning Conferences

Domain: Academic

Timeline: September - November

Staff: Counselors,

Target Group: All 12th Grade Students

Duration: 40 minutes

Clerical Staff

Mindset: 1, 2, 4
Description: Students and their parents/guardians are invited to schedule a follow-up meeting with their counselor for the purpose of reviewing each of the final steps involved in the final processing of college application material. During this meeting, the counselor will review the list of schools the student has created and will discuss the admissions options the student will pursue. Both students and parent/guardians are encouraged to ask questions so that all procedures are fully understood and to see his/her counselor regularly if any questions arise.
Resources: Meeting agenda, student college list, college processing forms
Behavior Standards: LS 1,7, 9, SMS 1, 10
Evaluation: Student application material will be reviewed for consideration by the admissions committee at each school
Preparation: Schedule conferences, review notes from 11 th Grade Conferences
Delivery System: Direct Student Services: Individual Student Planning

Regeneron Application Processing

Domain: Academic

Timeline: September - October

Staff: Counselors

Target Group: 12th Grade Regeneron Candidates

Duration: 30 minutes per application

Mindset: 1, 2, 5
Description: Science and Social Science Regeneron applicants request that their counselor complete an on-line form that verifies information required by the Regeneron competition program. In addition, the counselor is asked to submit a copy of the student's transcript. Students must submit a signed transcript release form.
Resources: Regeneron applications, student transcript
Behavior Standard: LS 6, 8, SMS 5
Evaluation: Each application is received in a timely manner and reviewed by the Regeneron committee
Preparation: Completion of on-line form and submission of transcript
Delivery System: Direct Student Services - Individual Student Planning

Mid-Year and Final Grade Submission

Domain: Academic

Timeline: January-February

Staff: Counselors, Clerical Staff

Target Group: All 12th Grade Students

Duration: 2 hours per clerical staff

Technology staff

Mindset: 2, 5, 6
Description: At the mid-point of the year, senior report cards are processed and submitted to each college to which a student has applied. The counselors review each report card to ensure that all grades have been entered. If a student's report card indicates an incomplete or missing grade, the counselor will contact the subject teacher, who is required to enter a grade. Prior to submissions, all comments are removed from each student's report card. Once completed, a file of all reports is forwarded to the counseling department director who, in turn, will share this file with the clerical support staff. Along with the director, the members of the clerical staff will share in the process of individually uploading report cards to Naviance. At the same time, the counselors will prepare and up-load the Common Application mid-year report form, which must be completed in order to submit copies of mid-year grades. When all documents have been up-loaded to Naviance, the clerical staff will submit the documents to each college. At the completion of the year, the final transcript, is forwarded to the student's attending college.
Resources: Student report cards, Common Application Mid-Year Report, Naviance
Behavior Standards: LS 6, 8
Evaluation: The timely delivery of all mid-year application material
Preparation: Review report cards and final transcripts, complete Common Application mid-year forms, ensure the completeness of each report card and/or final transcript, remove comments from report cards,
Delivery System: Direct Student Services - Individual Student Planning

NCAA Eligibility Center School Account Maintenance

Domain: Academic

Timeline: May –July

Staff: Director

Target Group: All Students

Duration: Varies

Mindset: 1, 2, 5
Activity: Descriptions of new/revised course offerings must be submitted to the NCAA Eligibility Center to determine if they meet NCAA academic requirements to be included on the school's list of approved courses. Approved courses are the only courses that can be used to determine a potential athlete's GPA, which is used with the student's standardized test scores to determine eligibility to participate in Division I and II athletic programs.
Behavior Standard: LS 6, 10, SMS 2, 5, 8
Evaluation: The Manhasset High School list of approved courses is updated on an annual basis and student transcripts are interpreted correctly
Resources: NCAA school account, course syllabi
Preparation: Obtain copies of course update and new course description, upload and submit documents to the NCAA through the Manhasset NCAA portal
Delivery System: Indirect Student Services - Systems Support

National Merit Scholarship Application Submission

Domain: Academic, Career Dev.

Timeline: June –July

Staff: Director, Counselors

Target Group: National Merit Semi-finalists

Duration: 15 minutes per submission

Mindset: 1, 2, 4, 5
Description: National Merit Scholarship Semi-finalists are identified in September and each student must complete an online application, which is submitted to the counselor who will, in turn, complete the counselor portion of the application. This on-line section requires the submission of the student’s entire transcript and a written recommendation. Once all sections of the application have been completed, the Counseling Department Director will forward each application to the National Merit Scholarship Corporation.
Resources: National Merit Scholarship applications, student transcript, counselor letter of recommendation
Behavior Standard: LS 6, 8, SMS 1, 5
Evaluation: The timely submission of each National Merit candidate application
Preparation: Inform students and provide them with their account information, complete the online counselor application, review and submit all completed applications
Delivery System: Direct Student Services - Individual Student Planning

12th Grade Student-Family Night

Domain: Academic, Career Dev.

Timeline: September

Staff: Counselors, Clerical

Target Group: All 12th Grade Parents/Guardians

Duration: 90 minutes

Staff: Staff

Mindset: 1
Description: The 12th Grade Parent Night is scheduled for early September so that the counselors have an opportunity to address the parents/guardians early in the new school-year. During this presentation, the counselors will review the procedures related to the submission of college application material and they will be provided with a packet of information with documents specific to each step of the process. A PowerPoint presentation is used to highlight these procedures, as well as information related to the financial aid process.
Resources: PowerPoint, Transcript Verification form, Scholarship Release form, Diploma Inscription form
Expected Outcome: Parents/guardians will assist their children with the various tasks included in the final stage of the post-secondary planning process
Evaluation: Parent survey, timely submission of student college applications
Preparation: Review/revise PowerPoint presentation, prepare handouts, reserve auditorium, request technical and custodial assistance
Delivery System: Indirect Student Services- Systems Support

Returning Graduate Panel (College 101)

Domain: Academic

Timeline: June

Staff: Director

Target Group: All Seniors

Duration: 1 hour

Mindset: 1, 6
Description: Recent graduates are invited back to meet with seniors and parents/guardians. A separate session, sponsored by the SCA, is held for parents. Seniors are invited via an e-mail invitation sent through Blackboard Connect and announcements made in school. During these sessions, the graduates share their first semester experiences, as related to the academic and social adjustments they experienced. These sessions are designed to allow the graduate to share their experiences and to allow time for a Q and A session.
Resources: Invitation to recent graduates, SCA email announcement to parents, in school announcements to students
Behavior Standard: LS 9, SMS 1, 2, 9, 10, SS 9
Evaluation: Student and parent feedback
Preparation: Identify recent graduates who are interested in participating on the panel, solicit additional names for the counselors, send invitation letters in November, arrange for room locations, contact SCA president, prepare announcements for seniors, invite teachers to bring their senior classes
Delivery System: Indirect Student Services - System Support

School Community Association (SCA) Grant Committee

Domain: Academic

Timeline: June

Staff: SCA Committee Members,

Target Group: Seniors in need of financial assistance

Duration: 2 hours

Director, Counselors, Social Worker

Mindset: 1, 4
Description: Each year the counselors and social worker work with the SCA, and indirectly with the Manhasset School Aid Association (MSAA), to assist in the process of helping identify students who will need financial support to attend college. As per an SCA request, the counselors and social worker will, confidentially, identify students they believe will require financial support. In addition to providing this information, the counselors and the social worker will meet with members of the SCA once the students submit their applications. The role of the counselors and social worker at this meeting is to support the application of those students for whom they know there is a documented financial need.
Resources: SCA grant applications, supporting documents
Behavior Standard: LS 4, 1, 10, SS 3,8
Evaluation: Students in need of financial support are registered to attend college or other post-secondary training programs
Preparation: Establish contact with the SCA, schedule meeting, review individual student caseload to identify students in need of financial support
Delivery System: Indirect Student Services – Collaboration

Scholarship Committee/Awards Ceremony

Domain: Academic

Target Group: Senior Award Recipients
Administrators, Scholarship

Committee Timeline: March - May

Duration: 10 hours

Awards Ceremony: June

Duration: 3 hours

Staff: Director, Counselors, Teachers
Administrators, Sponsors, Clerical Staff

Mindset: 1, 5, 6
Description: Each year the counselors are asked to participate on a committee that is charged with identifying students who meet the criteria established for certain scholarships/awards. Along with teacher volunteers, the counselors meet on a weekly basis from March through mid-May, to discuss the merits of certain students as related to certain scholarships. Depending on the nature of the award, the committee will recommend students for consideration by the sponsoring agency or will vote among themselves to choose an award recipient. At the awards ceremony, the counselors are active participants in the program, as they act as MC's for the event. This role is shared by each counselor.
Behavior Standard: LS 6, LS 10, SMS 8,
Resources: Scholarship/award criteria, student academic and community service records, individual awards
Evaluation: The successful execution of the senior awards ceremony
Preparation: Contact sponsors to update the list of scholarships and awards, update community service files, solicit committee members from the faculty, schedule committee meetings, prepare individual files for committee members, provide department coordinators with a list of their respective awards, reserve the auditorium, enlist technical and custodial support.
Delivery System: Indirect Student services: System Support

Classified Student Exit Meetings

Domain: Academic, Social/Personal, Career Dev.

Target Group: Students with Classified Disabilities

Timeline: June

Duration: 40 minutes

Staff: Counselors, Primary Teachers
Clerical Staff

Mindset: 1, 4, 5, 6
Description: Exit meetings are conducted in June and are attended by the student, parent/guardian, counselor and the primary teacher or other service provider. During the meeting, the primary teacher will review the student's academic progress in relation to goals met throughout high school. If mandated counseling was included in the student's IEP, the service provider will review the goals achieved. The counselors will make recommendations, related to the student's transition to college, vocational school, work, or whatever the next step is for the student, for the purpose of ensuring that the student's transition is a smooth and successful one.
Resources: IEP Direct, student's academic documents
Behavior Mindset: LS 4, 6, 7, 9, SMS 10, SS 3, 8, 9
Evaluation: Student and parent feedback
Preparation: Schedule meetings with parents/guardians, students and primary teachers. Complete appropriate section of the IEP.
Delivery System: Direct Student Services - Individual Student Planning

State Education Reporting

Domain: Academic, Career Development

Timeline: May - June

Staff: Counselors, Clerical

Target Group: All Students

Duration:

Staff, Technology

Mindset: 5
Description: At the completion of the school year, the counselors are required to update eSchool with information related to the post-secondary plans of each graduating senior. In particular, the data includes the type and location of the attending school, which is entered directly by the counselors. In addition to post-secondary plans, the counselors will provide information relative to each student's diploma type and any diploma distinctions the student may have earned, such as, distinctions in math, science, or both. This information is also collected on a master spread sheet and forwarded to the department of technology.
Behavior Standard: N/A
Resources: eSchool Data, individual student audit cards
Evaluation: Transmission of an accurate Cohort Report to SED
Preparation: Complete graduation audits for purposes of identifying diploma type and distinctions earned, review Naviance files
Delivery System: Indirect Student Services: Systems Support

Accountability System

Accountability and evaluation of the school counseling program is necessary in order to determine the effectiveness of the program as well as the effectiveness of the counselors' work. As part of this process, the counselors consider the following:

Process Data: Process data involves data related to the question: *What did you do and for whom?* Process data provides evidence that an event has occurred. Examples of process data are:

All elementary school classes were provided with an annual lesson related to bullying.

All 7th grade students participated in a study skills review.

All at-risk students were scheduled for and participated in meetings with their counselors or other mental health providers.

Perception Data: Perception data is related to the question: *What do people think they know, believe or can do?*

Among other things, perception data can measure what students and others observe or perceive, or knowledge gained.

Examples of process data are:

90% of elementary school students can identify one method by which they can reduce stress.

90% of Middle School students can identify two of the roles of the school counselor.

90% of Mock-Interview participants report feeling more prepared to participate in a formal college interview.

Outcome Data: Outcome data is related to the questions: *What is related to the impact the counseling program had on a student's ability to use knowledge, attitudes and skills to change their attitudes and behaviors?* Examples of outcome data are:

The number of reported incidents of bullying in the elementary schools, as reported by teachers, decreased.

The number of students exhibiting issues related to the transition to Middle School decreased.

Academically at-risk students developed a post-secondary plan and graduated on time.

Accountability for each of the counseling activities is included in the evaluation of each component of the plan. At this time, those evaluations include: immediate student feedback, close counselor monitoring, teacher feedback, parent surveys, the timely completion of specific activities, and student participation in various aspects of the program. Pre and Post surveys are used for each of the Middle School lessons in order to determine the effectiveness of each lesson. The data is reviewed and changes implemented on the basis of student feedback.