

COMPREHENSIVE SCHOOL COUNSELING PLAN GRADES 6-8



HICKSVILLE MIDDLE SCHOOL

[Hicksville Public Schools District Plan](#)

Updated and Revised 11/5/2024

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Hicksville, New York

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ACTIVITY: Annual Review Meetings

- | | | |
|---|---|---|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☒ Record Keeping
☒ Student Interventions |
|---|---|---|

DELIVER

Need	Preparation
Students' IEP and 504 Plans need to be reviewed annually to plan for the following year.	Review of student records and academic performance. Review current IEP/504 Plan.

DEFINE

Objective
To review student IEP and 504 plans to make appropriate recommendations for the upcoming school year.
ASCA Standards Domain: Academic Development: A:B2; Personal/Social Development: PS:A1.11, B1.9, B1.10, B1.12 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 7,9), SMS (5,6,7,10), SS (1-9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	Ongoing
Procedure	Staff	Resources
Annual review invitees will discuss the current plan and finalize the plan for next school year.	PPS staff, special education teacher, general education teacher, school counselor, speech and language pathologist.	Current IEP, testing results, educational records, standardized testing results, teacher reports, and health records.

ASSESS

Evaluation	Outcome
Updated testing, if applicable, review of academic performance and review of current plan.	A finalized IEP/504 Plan will be developed to meet the needs of the students for the upcoming school year.

ACTIVITY: Annual School Counselor Meeting with Parents/Students

☐ College/Career Planning ☐ Professional Development ☐ Record Keeping
☒ Scheduling ☒ School Achievement ☐ Student Interventions
☒ Transitions

DELIVER

Need	Preparation
To review and develop academic performance, social/emotional needs and to discuss programming selections for upcoming year.	Review file folder, grades, attendance records, and Naviance

DEFINE

Objective
Establish ongoing rapport with students and parents/guardians.
ASCA Standards Domain: Academic Development: Standard A:A2.2, A:A3, Career Development: C:A1.7, Personal/Social Development: PS:A1 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,3,4), B-SMS 8 CDOS: Standard 1, Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
Grades 6-8	Annually	1 Period (40 Minutes)
Procedure	Staff	Resources
Meet with parents/guardians and students to discuss career goals, academic performance, school procedures and expectations. Evaluate behavioral, academic and attendance records.	School counselor	File Folder, PowerSchool, Naviance, Powerscheduler, and attendance records

ASSESS

Evaluation	Outcome
Ask parents and students if they have any further questions.	Students and parents will understand their child's academic standing. Career interest surveys via naviance. Review plan for following year.

ACTIVITY: Articulation with High School Counselors

☒ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
High school counselors need to be apprised of any concerns/issues with their incoming students.	Review student records.

DEFINE

Objective
To give the high school counselors background information necessary to better serve their incoming students.
ASCA Standards Domain: Academic Development: A:B2.1, A:B2.2, A:B2.6, A:B2.9; Career Development: C:A1.3, C:C1.3; Personal/Social Development: PS:A1.5, PS:A1.10, PS:A1.11, PS:A1.12, PS:B1.9, PS:B1.12 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,2,6,7,8,9), SMS (1,5,6,8,10), SS (1,3,4,6,9) CDOS: Standard 1, Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
8	Annually	1-2 hours
Procedure	Staff	Resources
8th grade counselors meet with high school counselors to discuss their incoming students.	High School Counselors, 8th grade counselor, and MS bilingual counselor.	Student lists, permanent records, academic and attendance records.

ASSESS

Evaluation	Outcome
High school counselors will contact 8th grade counselors with any follow up questions.	High school counselors are given the necessary background information on their incoming students.

ACTIVITY: Chaperoning Grade Level Academic Team Field Trips

-
- ☐ College/Career Planning
 ☐ Professional Development
 ☐ Record Keeping
☐ Scheduling
 ☒ School Achievement
 ☐ Student Interventions
☐ Transitions

DELIVER

Need	Preparation
Academic team teachers bring their students on a team-building field trip.	Permission slips are distributed to and then collected from students.

DEFINE

Objective
To build cohesiveness among the students on the teams.
ASCA Standards Domain: Personal/Social Development: PS:A1, PS:A2, PS:C1.1, PS:C1.2 Mindsets and Behaviors: Mindset Standards: M 6; Behavior Standards: LS 10, SMS (1,2,9,10), SS (2,3,4,5,7,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	Full day
Procedure	Staff	Resources
School counselors chaperone the grade level field trips to build rapport with students.	Teachers and grade level school counselors.	Permission slips, class lists.

ASSESS

Evaluation	Outcome
Students will engage in activities and will be asked how they liked the trip.	Students will get to know the teachers, the school counselor and their classmates better.

ACTIVITY: Consultation with Administrators

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☒ Professional Development
☒ School Achievement

☒ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
When an administrator is involved with a student, it is helpful when they are given additional information about the student.	Permanent file is reviewed, teachers are asked for information, and parents are contacted.

DEFINE

Objective
To help administrators see the “whole picture” of a student they are addressing.
ASCA Standards Domain: Academic Development: A:A3.6, A:B1.4, A:B2.8; Career Development: C:A1.4, C:A2.9; Personal/Social Development: PS:A1.2, PS:A1.11, PS:A1.12, PS:A2 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,7,9), SMS (5,6,7,10), SS (1-9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	As needed	Varying
Procedure	Staff	Resources
Administrators often seek out school counselors and other support staff to gain more insight into the function of a student’s behavior.	School counselors and building level administrators.	Academic history, family history, and behavioral history.

ASSESS

Evaluation	Outcome
School counselors often follow up with students that have been disciplined.	Administrators will have a better understanding of the students they come in contact with.

ACTIVITY: Consultation with Support Staff

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
Students often seek out the middle school support staff in times of social/emotional distress.	Review of academic performance, attendance records, standardized test scores, permanent file.

DEFINE

Objective
When referrals are made to support staff by school administrators, teachers, parents or other students, information is shared with support staff so that the student can be appropriately helped.
ASCA Standards Domain: Personal/Social Development: PS:B1, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10, PS:C1.11 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,7,9), SMS (5,6,7,10), SS (1-9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Ongoing	Varies
Procedure	Staff	Resources
A student can self-refer themselves to support staff or they can be referred by administrators, teachers, parents or other students.	School psychologists, school social workers, school counselors, teachers, administrators.	Student academic records, permanent file, attendance records.

ASSESS

Evaluation	Outcome
Follow-up conversations with students or support staff.	Students that may be exhibiting some level of emotional or social distress can get the support needed to address what they are experiencing.

ACTIVITY: Committee on Special Education (CSE)/504 Meetings

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☒ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
Student's individualized educational needs will be discussed and an Individualized Education Plan (IEP) or 504 plan will be developed.	Review testing, grades, teacher reports, IEP, 504 Plan.

DEFINE

Objective
To make sure student educational needs are being addressed.
ASCA Standards Domain: Academic Development: A:B2; Personal/Social Development: PS:A1.11, B1.9, B1.10, B1.12 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 7,9), SMS (5,6,7,10), SS (1-9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Throughout school year	1-2 hrs.
Procedure	Staff	Resources
The CSE/504 Team will meet with parents to discuss student needs.	PPS staff, special education teachers, speech and language teachers, general education teacher and school counselor.	Testing results, IEP, 504 Plan, report card, attendance records, standardized testing results, teacher reports.

ASSESS

Evaluation	Outcome
In some cases, educational, and psychological testing is performed and reviewed. Educational performance is evaluated.	An individualized educational plan/health plan will be developed and/or reviewed.

ACTIVITY: ENL Programming

☐ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
To meet the specific needs of ENL student success.	Prepare registration information for parents and students. Collect registration materials. Obtain academic information from previous school. Schedule student/parent meetings with counselors to review documentation, create schedules, and place in classes as soon as possible.

DEFINE

Objective
To appropriately place ENL students as per their NYSESLAT results.
ASCA Standards Domain: Academic Development: A:B2.5, A:B2.8; Career Development: C:A1.8, C:A2.9; Personal/Social Development: PS:A1.1 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,7,8), SMS (5,6,7,8,10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3a

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	1 period (40 minutes)
Procedure	Staff	Resources
Creation and review of their schedules and current performance to appropriately place them for the following school year.	School counselor, Guidance department supervisor, Supervisor of ENL, World Languages and activities	Scheduling materials, Student records, IEP information, NYSESLAT scores

ASSESS

Evaluation	Outcome
The appropriate scheduling of ENL students.	Each ENL student will receive a projection of classes unique to their language needs.

ACTIVITY: Grade Level Awards Ceremonies

- | | | |
|---|---|---|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☐ Record Keeping
☐ Student Interventions |
|---|---|---|

DELIVER

Need	Preparation
Student achievement is acknowledged.	Teachers identify students that will receive awards. Award certificates/trophies are created. Parent/student invites are mailed.

DEFINE

Objective
To celebrate the academic achievements of students.
ASCA Standards Domain: Academic Development: A:A1.3, A:C1.1; Personal/Social Development: PS:A1.10 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS 10, SMS (2,5,8), SS (4,7,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	2 hours
Procedure	Staff	Resources
Awards ceremony takes place towards the end of the year. Individual student achievements are recognized.	General education teachers, special education teachers, school counselors, administrators.	Student academic records, teacher evaluation of student performance.

ASSESS

Evaluation	Outcome
Teachers identify students to receive certain awards with the help of school counselors and administrators.	Students are acknowledged for their accomplishments and they receive awards.

ACTIVITY: HMS Spirit Week

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Students have the opportunity to show their school spirit through fun activities.	Activities are prepared. Staffing schedules are developed and distributed.

DEFINE

Objective
To instill a sense of pride in their school.
ASCA Standards Domain: Academic Development: A:A1.2; Career Development: C:A1.10; Personal/Social Development: PS:A1.1 Mindsets and Behaviors: Mindset Standards: (1,3,6); Behavior Standards: LS (2,10), SMS (2,8,9), SS (2,3,4,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	1-2 hours
Procedure	Staff	Resources
Students and staff participate in numerous good natured competitions.	Teachers, administrators, PPS staff and school counselors.	School building schedule.

ASSESS

Evaluation	Outcome
Final team score results are reviewed and the winning team is announced.	Students and staff participate in fun activities that promote school pride.

ACTIVITY: Integrated Co-Teaching (ICT) Team Meetings

- | | | |
|--|--|--|
| ☐ College/Career Planning | ☐ Professional Development | ☐ Record Keeping |
| ☐ Scheduling | ☒ School Achievement | ☐ Student Interventions |
| ☐ Transitions | | |

DELIVER

Need	Preparation
Integrated Co-Teaching teachers meet to discuss the progress of their students.	Review student records and performance. Review IEP. Familiarization of available interventions.

DEFINE

Objective
To discuss ICT student performance and discuss necessary interventions to ensure student success.
ASCA Standards Domain: Academic Development: A:A1.5, A:B1.5; Career Development: C:A1.3; Personal/Social Development: PS:B1.1, B1.3, B1.12 Mindsets and Behaviors: Mindset Standards: (1,5,6); Behavior Standards: LS (1,7,9), SMS (5,6,8,10) SS (1-9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Monthly	40 minutes
Procedure	Staff	Resources
ICT teachers meet with guidance counselors and grade level administrators to discuss ICT student performance and behavioral concerns if necessary.	General education teachers, special education teachers, school counselors, grade level administrators.	Academic records, IEP, special education records/testing results, standardized testing records, teacher reports, discipline reports.

ASSESS

Evaluation	Outcome
Students are discussed monthly and performance is reviewed.	To identify at risk students and identify interventions to increase the likeliness of student success.

ACTIVITY: Identifying Students for the LIA Mentoring Program

- | | | |
|---|---|--|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☐ Record Keeping
☒ Student Interventions |
|---|---|--|

DELIVER

Need	Preparation
Students that are struggling academically may benefit from getting help from a high school student through the after school LIA mentoring program.	Review at risk students, contact parents, distribute permission slips.

DEFINE

Objective
To offer at risk students the opportunity to sit with a high school student and receive help with homework or to get tutored.
ASCA Standards Domain: Academic Development: A:B1, A:B2; Career Development: C:A2.7; Personal/Social Development: PS:B1.1, PS:B1.9, PS:B1.10 Mindsets and Behaviors: Mindset Standards: (2,4,6); Behavior Standards: LS (3,4,8,10), SMS (1,5,6,7), SS (2,3,4) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Ongoing	Yearly
Procedure	Staff	Resources
School counselors identify students that are at risk and offer the after school LIA mentoring program to the students and their parents.	Guidance chairperson, school counselors, LIA teacher, PPS staff, building administrators and guidance secretary.	Permission slips, student academic records and teacher reports.

ASSESS

Evaluation	Outcome
Review of student progress and follow-up conversations with students to see the effectiveness of the program for them.	Middle school at risk students will get additional help through the program.

ACTIVITY: Inputting Individual Course Selections

☐ College/Career Planning
☒ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☒ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Student course requests need to be correctly inputted into the schedule.	Ensuring each student has a completed course selection sheet.

DEFINE

Objective
Individually enter student course selections and make sure they have the correct number of classes.
ASCA Standards Domain: Academic Development: A:B1.5; Career Development: C:A1.3; Personal/Social Development: PS:A1.3 Mindsets and Behaviors: Mindset Standards: M 4; Behavior Standards: LS (1,5,9), SMS (1,3,10) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
Rising 6, 7, 8	Annually	5 days
Procedure	Staff	Resources
Using student course selection sheets, counselors will enter appropriate course codes and ensure students have the correct number of requests.	School counselors.	PowerSchool, projection sheets and course selection sheets.

ASSESS

Evaluation	Outcome
Each student will have the correct number of courses.	Each student will have the appropriate courses entered into PowerScheduler.

ACTIVITY: Johns Hopkins University/CTY Talent Search

- | | | |
|---|--|--|
| ☒ College/Career Planning | ☐ Professional Development | ☐ Record Keeping |
| ☐ Scheduling | ☒ School Achievement | ☐ Student Interventions |
| ☐ Transitions | | |

DELIVER

Need	Preparation
Students will be identified and invited to be participants in this program based on program guidelines.	Identify students potential participants.

DEFINE

Objective
Participants will take a placement exam to see if they qualify for the program through Johns Hopkins University.
ASCA Standards Domain: Academic Development: A:A2.2, A:B2.5; Career Development: C:A1.8; Personal/Social Development: PS:B1.9, B1.12 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,3,4,6,8), SMS (3,5,6,8,10), SS (1,5,7,8,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
7	Annually	5 Days
Procedure	Staff	Resources
Standardized test scores will be reviewed and a letter provided by John Hopkins University will go out to students stating their eligibility.	7th Grade school counselor and 7th Grade Assistant Principal.	MAP Scores, State Assessment scores, and JHTS registration materials.

ASSESS

Evaluation	Outcome
School counselor will receive a list of eligible participants.	Eligible students will decide if they would like to participate in this program and will complete necessary registration forms.

ACTIVITY: Meeting/Scheduling New Entrants

☐ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping

☐ Student Interventions

DELIVER

Need	Preparation
New Students need to be registered in a timely manner in order to be able to access their education as soon as possible.	Prepare registration information for parents and students. Collect registration materials. Obtain academic information from previous school. Schedule student/parent meetings with counselors to review documentation, create schedules, and place in classes as soon as possible.

DEFINE

Objective
To accurately place students in classes to fulfill grade level requirements.
ASCA Standards Domain: Standard A, A:C1; Personal/Social Development: PS:A1-A2, PS:B1, PS:C1 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: B-LS 7, B-SMS 1-10, B-SS 1-9 CDOS: Standard 1, Standard 2, Standard 3A

MANAGE

Target Grade	Time Frame	Activity Duration
Grades 6-8	School Year	1 Period (40 Minutes)
Procedure	Staff	Resources
Meet with students and parents/guardians, discuss courses offered and school procedures. Evaluate education records and place students in appropriate classes. Give students a tour of the building and ensure students receive locker assignments.	Counselors, Registrar, and School Nurse.	File Folder, Registration Form, Immunization Form, Bell Schedule, Residency Information, List of Clubs/Activities, School Calendar, Code of Conduct, School Agenda, Map of School, and Course Description Guide. iPad/Chromebook agreement given. Free/Reduced Lunch form if necessary.

ASSESS

Evaluation	Outcome
Receipt of registration documents. Verification of course selection based on student records.	Students will be scheduled for appropriate courses that will allow them to meet grade level requirements.

ACTIVITY: Meeting with Academic Teams

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Collaboration with student's academic teachers to address individual needs and issues through a close management approach.	Review student files for background information, follow through on agreed upon action, and parent contact if necessary.

DEFINE

Objective
Improve the academic performance and social needs of students who are at risk.
ASCA Standards Domain: Academic Development: Standard A, A:C1 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: B-LS 9, SS(4,6,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Weekly	1 Period (40 minutes)
Procedure	Staff	Resources
A team of school personnel meet weekly to discuss and develop a plan to assist students. Possible interventions are reviewed and strategies discussed.	Grade level administrator, school counselor, and academic team teachers.	Report cards, permanent record folders, attendance records, and behavior.

ASSESS

Evaluation	Outcome
Student success is reviewed at follow up meetings.	The needs of at-risk students will be addressed and appropriate action is taken.

ACTIVITY: Middle School At-Risk Meetings

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
At Risk students are met with to review their academic performance and to develop a school improvement plan.	Review of student records and discussions with teachers.

DEFINE

Objective
To implement interventions available to improve at risk student performance.
ASCA Standards Domain: Academic Development: A:B2.5, B2.6, B2.7; Career Development: C:B2.2, C:C1.1, C1.2, C1.3; Personal/Social Development: PS:A1.3, PS:A2.6, PS:B1.9, B1.10, B1.11, B1.12 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,7,9), SMS (1-10), SS (2,4,6,8,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Throughout the year	20-30 minutes
Procedure	Staff	Resources
Counselors identify at risk students through team meeting discussions, discussions with school administrators, and review of student academic records. Counselor then meets with students to discuss their low academic performance.	School counselor, teaching staff, building administrators	Student report cards, progress reports, standardized test scores and extra help schedule. IEP/504 Plan if applicable.

ASSESS

Evaluation	Outcome
Students are discussed regularly at team meetings, academic progress is monitored, and reviewed with students and their parents.	Interventions are suggested to students, parents are contacted by either teachers or school counselor and student progress is monitored.

ACTIVITY: Middle School Restorative Practices for ISS Students

- | | | |
|--|--|---|
| ☐ College/Career Planning | ☐ Professional Development | ☐ Record Keeping |
| ☐ Scheduling | ☒ School Achievement | ☒ Student Interventions |
| ☐ Transitions | | |

DELIVER

Need	Preparation
Students will have an opportunity to reflect on their behavior.	Training by outside consultant

DEFINE

Objective
Students will learn how to incorporate restorative techniques into their daily living.
ASCA Standards Domain: Academic Development: A:A2.3, A:C1.1; Personal/Social Development: PS:A1.5, A1.8, PS:B1.6 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (2,5), SMS (2,6,7,8,10), SS (2,3,4,7,9) CDOS: Standard 2, Standard 3a

MANAGE

Target Grade	Time Frame	Activity Duration
Grades 6-8	Annually	Ongoing
Procedure	Staff	Resources
Counselors and support staff will meet with students to reflect on their behaviors	School Counselors, Support Staff, and Building Level Administrators.	Restorative Justice Training.

ASSESS

Evaluation	Outcome
Students will complete behavior reflection sheet	Students will learn what restorative justice is and alternate ways to reduce behaviors/stress/anxiety.

ACTIVITY: Middle School Mindfulness

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
Students will practice various mindfulness techniques to limit and reduce stress.	Prepare mindfulness scripts for advisory teachers.

DEFINE

Objective
School Counselor will assist advisory teachers and school Principal in helping students find an alternative solution to reduce stress/anxiety.
ASCA Standards Domain: Academic Development: A:A2.3, A:C1.1; Personal/Social Development: PS:A1.5, A1.8, PS:B1.6 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,4), SMS (1-10), SS (2,3,4,5,6,9) CDOS: Standard 2, Standard 3a

MANAGE

Target Grade	Time Frame	Activity Duration
Grades 6-8	Annually	Ongoing
Procedure	Staff	Resources
Meditation scripts are available to middle school buildings with various mindfulness activities. Afterwards, they're given an activity to reflect.	School Counselors, PPS Staff, Building Administrators, Advisory Teachers.	Bell, Mindfulness script, loudspeaker.

ASSESS

Evaluation	Outcome
Students will practice mindfulness.	Students will gain an appreciation of the use of mindfulness.

ACTIVITY: Middle School Open House

- | | | |
|---|---|---|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☐ Record Keeping
☐ Student Interventions |
|---|---|---|

DELIVER

Need	Preparation
Opportunity for parents to meet their child's teachers, school counselor, support staff, and school administrators.	School calendar, student schedules, robo calls to parents.

DEFINE

Objective
To inform parents of what their child will learn in each class, identify expectations and to answer any questions they may have.
ASCA Standards Domain: Academic Standards: A:A1, A:A2, A:C1; Career Development: C:A1.3, C:A1.7, C:A1.9, C:A2.9; Personal/Social Development: PS: A1.3, PS:A1.6, PS:A2.4, PS:C1.2 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	1-2 Hours
Procedure	Staff	Resources
Parents will follow their child's schedule, meet with teachers and with school counselors if they so choose.	Teachers, PPS staff, building administrators and school counselors.	Student schedules and teacher handouts.

ASSESS

Evaluation	Outcome
Teachers and other school staff will address any concerns parents have and answer any questions that may arise.	Parent's will have a better understanding of what the expectations are for their child in each of their classes.

ACTIVITY: Naviance Class Career Push- In's

☒ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☒ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
School Counselors will have a better understanding of Naviance, they will share this information with students and facilitate career exploration.	Attend conferences and trainings.

DEFINE

Objective
Counselors will provide knowledge regarding career choices to students. Students will complete grade level career plans and career reports through their school day.
ASCA Standards Domain: Career Development: Standard C:A1, C:A2, C:B1, C:B2, C:C1, C:C2 Mindsets and Behaviors: Mindset Standards (4,5,6); Behavior Standards: LS (7,10), SMS (5,8,10), SS (1,5,6,9) CDOS: Standard 1, Standard 2, Standard 3a, 3B

MANAGE

Target Grade	Time Frame	Activity Duration
Grades 6-8	Annually	1 Period (40 Minutes)
Procedure	Staff	Resources
School Counselors will work in conjunction with classroom teachers to train students how to correctly use Naviance.	School Counselor and classroom teacher.	Naviance program, and various career websites.

ASSESS

Evaluation	Outcome
Career Plan and Career Interests will be reviewed through parent meetings. Career report will be graded by the classroom teacher.	Students will complete a career plan and career interest inventory through Naviance. The students will create an understanding of possible career interests and students will complete a grade level career report.

ACTIVITY: Outside Counseling Referrals

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☒ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
Students with social/emotional needs sometimes need additional support outside of school.	Identify the need for outside counseling. Set-up meeting with parents.

DEFINE

Objective
To address social/emotional needs of students where more intensive support is necessary.
ASCA Standards Domain: Academic Development: A:B1.4, A:B2.4, A:B2.5, A:B2.6, A:B2.7, A:B2.8; Career Development: C:A1.3; Personal/Social Development: PS:B1.1, PS:B1.9 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,7,9), SMS (5,6,7,10), SS (1-9) CDOS: Standard 1, Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	As needed	Varies
Procedure	Staff	Resources
School counselors will make recommendations for outside counseling to the parents of identified students. List of appropriate service providers is given to parents.	School counselor.	List of outside counseling referrals, parental release of information.

ASSESS

Evaluation	Outcome
Follow-up with parents, students and outside counseling providers.	Students engage in needed counseling outside of school.

ACTIVITY: Peer Mediation

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
From time to time, students may get into an argument with each other and need a safe space to reconcile their differences.	Review student records

DEFINE

Objective
School counselors serve as mediators to students to help come to a resolution.
ASCA Standards Domain: Academic Development: A:A1.4, A:A2.3; Personal/Social Development: PS:A2, PS:B1 Mindsets and Behaviors: Mindset Standards: (1,2,3,6); Behavior Standards: LS (1,7,9), SMS (1,2,7,10), SS (2,4,6,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	As needed	varies
Procedure	Staff	Resources
School counselor meets with both students together to air their grievances and to work through whatever issues may be causing a rift between them.	School counselors, building administrators, teachers, PPS staff	Teacher or administrator referral for mediation

ASSESS

Evaluation	Outcome
Follow up with students to see how things are going.	Students will come to some sort of resolution or at least an agreement to refrain from causing each other problems.

ACTIVITY: Proctoring NYS Assessments and Final Exams

- | | | |
|---|---|---|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☐ Record Keeping
☐ Student Interventions |
|---|---|---|

DELIVER

Need	Preparation
Each year student achievement will be assessed through NYS assessments and end of year final exams.	Student testing accommodations will be reviewed, testing materials developed, and room assignments made.

DEFINE

Objective
Student mastery of subject material will be assessed through final exams. Their achievement levels will be assessed through the NYS assessments in ELA and math.
<u>ASCA Standards</u> Domain: Academic Development: A:B1.1, A:B1.2; Career Development: C:A2.9; Personal/Social Development: PS:B1.11 Mindsets and Behaviors: Mindset Standards: (3,45,6); Behavior Standards: LS (1,3,6,8), SMS (3,6), SS (1,4,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	Dependent on length of exam
Procedure	Staff	Resources
Students will be administered tests to assess their performance levels as well as their mastery of subject matter.	Teaching staff, PPS staff, school counselors, building administrators.	Testing materials, review sheets, IEP/504 Plans.

ASSESS

Evaluation	Outcome
Teachers will grade final exams and review results. NYS Assessment results will be reviewed by NYS Education Department officials, school district administrators, school counselors and teachers.	Students will complete assessments and their results will be reviewed.

ACTIVITY: Referrals to Committee on Special Education

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☒ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
At risk students may need to be referred to the CSE if they cannot find success despite numerous attempts at various interventions to address their needs	Review of student records, academic records, teacher reports

DEFINE

Objective
The committee meets to discuss the student referral and determine whether special education services are necessary.
ASCA Standards Domain: Academic Development: A:B1.4, A:B2.4, A:B2.5, A:B2.6, A:B2.7, A:B2.8; Career Development: C:A1.3; Personal/Social Development: PS:B1.1, PS:B1.9 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,6,7,9), SMS (6,7,10), SS (1,3,4,5,6,8) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	As needed	Varies
Procedure	Staff	Resources
Concerns are presented to the CSE, teacher reports are considered, academic and attendance records are reviewed and recommendations are made by the committee.	Pupil personal staff, school counselor, and teachers	IEP (if applicable), student permanent file, academic and attendance records, teacher reports, standardized test results and behavioral reports

ASSESS

Evaluation	Outcome
An assessment occurs. A secondary follow-up CSE may be necessary.	The committee will work together to develop a course of action; possibly an evaluation or a recommendation for non-special education interventions.

ACTIVITY: Review of Student Attendance

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☒ Record Keeping
☒ Student Interventions

DELIVER

Need	Preparation
Student attendance records are reviewed to identify students with excessive absences	Review student attendance, permanent folder, academic records, consultation with attendance office, teachers, PPS staff, and administrators

DEFINE

Objective
To identify students with poor attendance and to try and help improve their attendance
ASCA Standards Domain: Academic Development: A:A1.5, A:B1.4, A:C1.5, A:C1.6; Personal/Social Development: PS:A2.6, PS:B1.2, PS:B1.3, PS:B1.7, PS:B1.8, PS:B1.12 Mindsets and Behaviors: Mindset Standards: M 3; Behavior Standards: LS (4,6,7), SMS (1,2,5,7), SS (2,4,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Ongoing	Varies
Procedure	Staff	Resources
School counselors review student attendance and meet with students and parents if necessary.	Attendance office, PPS staff, building administrators, teachers, and school counselors	Attendance records and academic records

ASSESS

Evaluation	Outcome
Periodic review of student attendance and follow-up conversations with students and parents	School counselor will help improve student attendance in school

ACTIVITY: Social Media and “Your Digital Footprint” Assemblies

- | | | |
|---|---|--|
| ☐ College/Career Planning
☐ Scheduling
☐ Transitions | ☐ Professional Development
☒ School Achievement | ☐ Record Keeping
☒ Student Interventions |
|---|---|--|

DELIVER

Need	Preparation
Students attend an assembly to learn about appropriate and safe use of social media and the importance of being mindful of their digital footprint	Develop pre and post assembly questionnaires and create assembly slide show and video clips

DEFINE

Objective
To teach students about what a digital footprint is and the importance of using social media appropriately
ASCA Standards Domain: Academic Development: A:A3.6, A:B1.6; Personal/Social Development: PS:A1.1, PS:A1.5, PS:A1.6, PS:A1.8, PS:A2.6, PS:B1.4, PS:B1.8, PS:C1.7, PS:C1.9, PS:C1.10, PS:C1.11 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,5,7,9), SMS (1,2,7,8,9,10), SS (2,3,4,5,9) CDOS: Standard 1, Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6-8	Annually	40 min (2x per grade level)
Procedure	Staff	Resources
Students completed a confidential questionnaire regarding their social media usage. A school assembly presented by school counselors and building administrators. Students completed a post assembly questionnaire to gauge the effectiveness of the assembly.	School counselors and building level administrators	Pre and post assembly questionnaires, assembly slide show, and video clips

ASSESS

Evaluation	Outcome
Post assembly questionnaire is given to assess the effectiveness of the assembly	Students were educated regarding social media usage, digital footprints, and learned the importance of responsible usage

ACTIVITY: Transition to High School Assemblies

☐ College/Career Planning ☐ Professional Development ☐ Record Keeping
☐ Scheduling ☒ School Achievement ☐ Student Interventions
☒ Transitions

DELIVER

Need	Preparation
To give students an understanding of scheduling choices, review high school graduation requirements, and to connect their career choices with elective option	Prepare informative slideshow on graduation requirements and elective choices.

DEFINE

Objective
School Counselors will prepare 8th graders for transitioning into the high school, and provide information on graduation requirements, elective selections and career/college readiness
ASCA Standards Domain: Academic Development: A:A3.6, A:B2.2; Career Development: C:A1.3, C:B1.1, C:B2, C:C1.1; Personal/Social Development: PS: A1.3, PS:B1 Mindsets and Behaviors: Mindset Standards (1-6); Behavior Standards: LS (6,7,10), SMS (1-10), SS (2,3,4,9) CDOS: Standard 1, Standard 2, Standard 3a, 3b

MANAGE

Target Grade	Time Frame	Activity Duration
8	Annually	1 Period (40 Minutes)
Procedure	Staff	Resources
Students will attend an informative assembly that will assist in their transition to high school	School counselors and building administrators	High school courses, course catalog, and Naviance

ASSESS

Evaluation	Outcome
School counselors will answer student questions after the assembly	Students will gain an understanding of high school expectations, course selections, effective study/organization skills, and the importance academic rigor

ACTIVITY: Visitation of 5th Grade Students to HMS

☐ College/Career Planning ☐ Professional Development ☐ Record Keeping
☐ Scheduling ☒ School Achievement ☐ Student Interventions
☒ Transitions

Need	Preparation
5th Grade students visit Hicksville Middle School to tour the building, visit a class in, and to help them with the transition to middle school.	Schedule of visitation times developed by Guidance supervisor

DEFINE

Objective
To help incoming 6th graders to transition to the middle school
ASCA Standards Domain: Personal/Social Development: PS:B1.5, PS:C1.5, PS:C1.6 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3a

MANAGE

Target Grade	Time Frame	Activity Duration
6	May	Approx. 2 hrs. (twice)
Procedure	Staff	Resources
Students arrive at middle school via bus from their home elementary school. Half the kids tour the building with current middle school students serving as tour guides. The other half visit a 6th grade class in session. Afterwards the groups will change.	Guidance Supervisor, teacher, and counselors	Permission slips, class schedule

ASSESS

Evaluation	Outcome
At the end, the incoming 6th graders were given an opportunity to ask questions about the middle school.	Incoming 6th grade students have a better understanding about the layout of the middle school and what a typical 6th grade class is like.

ACTIVITY: 5th Grade Articulation/ Programming

☐ College/Career Planning
☐ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Middle school counselors meet with 5th grade teachers to discuss incoming 6th grade students	Articulation schedule and programming sheets

DEFINE

Objective
School counselors meet with elementary school teachers to discuss academic achievement, behavior, and social/emotional needs
ASCA Standards Domain: Academic Development: Standard A.A1.5, A:A2.4, A:B2.8; Personal/Social Development: A1.10 Mindsets and Behaviors: Mindset Standards: (1,3,6); Behavior Standards: LS 9, SMS 10, SS (2,3,6) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6	Annually	2 hours per week
Procedure	Staff	Resources
Collaborate with elementary school teachers, review records, and plan students 6th grade schedule	Middle school counselors and elementary school teachers	File folders, programming sheets, and special education placement projections

ASSESS

Evaluation	Outcome
Students schedules are developed based on student needs and preferences	School counselors gain an understanding of student needs and obtain scheduling information

ACTIVITY: 5th Grade Parent Orientation

☐ College/Career Planning
☐ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Parents of incoming 6th grade students visit the HMS, learn about different programs, and experience a typical school day	Invitation letter is prepared and sent to incoming 6th grade families

DEFINE

Objective
Parents gain a better understanding of what the middle school has to offer and are provided with an opportunity to ask questions
ASCA Standards Domain: Personal/Social Development: PS:B1.5, PS:C1.5, PS:C1.6 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3a

MANAGE

Target Grade	Time Frame	Activity Duration
6	April/May	Approx. 2 hrs.
Procedure	Staff	Resources
Parents of incoming 6th grade students will be sent an invitation to attend parent orientation	Building level administrators and 6th grade school counselor	Invitation letter and robo call to parents

ASSESS

Evaluation	Outcome
Parents are given the opportunity to ask questions at the end of the presentation	Parents of incoming 6th grade students are given an opportunity to visit the middle school, learn about all programs offered

ACTIVITY: 6th and 7th Grade Programming

☐ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Students require assistance in selecting courses appropriate to for their educational and career plans	Complete course selection sheets and course description guides

DEFINE

Objective
Help students design a realistic and challenging class schedule to meet requirements
ASCA Standards Domain: Academic Development: A:B2.5, A:B2.8; Career Development: C:A1.8, C:A2.9; Personal/Social Development: PS:A1.1 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS 9, SMS 10, SS (1,6,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
6 - 7	Annually	2 Periods (80 minutes)
Procedure	Staff	Resources
Counselors visit social studies classrooms to distribute and discuss course selections materials. Students receive a course description guide to review the course descriptions with their parents. School counselors meet with students the following week to finalize course decisions	School counselors and social studies teachers	Course selection sheets and course description guide

ASSESS

Evaluation	Outcome
Students will meet their academic goals	Students will design a schedule that will support their individual educational plans while ensuring district and state compliance

ACTIVITY: 8th Grade Commencement Ceremony

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVER

Need	Preparation
Culminating activity to acknowledge 8th grade students successful completion of middle school	Students' academic records are reviewed

DEFINE

Objective
To celebrate the 8th grade students' successful completion of middle school
ASCA Standards Domain: Academic Development: A:A1.3, A2.2, B1.1, C1.5, C1.6; Career Development: C:C2.1; Personal/Social Development: PS:A1.1, C1.6, C1.7 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (6,7), SMS (1-10), SS (2,3,4,9) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
8	Annually	2-3 hours
Procedure	Staff	Resources
Middle school diplomas are awarded to high school bound students, a graduation ceremony is planned, and invitations are mailed to parents and students	District and building administrators, school counselors, teaching staff and custodial staff	Academic records

ASSESS

Evaluation	Outcome
Each student is acknowledged and presented with their middle school diploma	Parents, students and staff participate in celebrating the completion of middle school for 8th grade students

ACTIVITY: Annual Individual Progress Review

☒ College/Career Planning
☐ Scheduling
☒ Transition

☐ Professional Development
☒ School Achievement

☒ Record Keeping
☒ Student Interventions

DELIVERY

Need	Preparation
Middle School/High School Counselors meet with students individually to assess their progress/goals.	Complete annual individual progress review sheets.

FOUNDATION

Objective
Help students identify their goals, coping strategies, support systems, and academic progress.
ASCA Standards Domain: Academic Development: A:B2.5, A:B2.8; Career Development: C:A1.8, C:A2.9; Personal/Social Development: PS:A1.1 Mindset: Mindset Standards: (1-6); Behavior Standards: LS 9, SMS 10, SS (1,6,9) CDOS: Standard 2

MANAGEMENT

Target Grade	Time Frame	Activity Duration
6-12	Annually	1 period (40 minutes)
Procedure	Staff	Resources
School counselors meet individually with students every year and complete the annual individual progress review sheet. Upon completion, counselors will type answers into a google document and upload each sheet to every student's Naviance account.	School Counselors	Annual individual progress review sheet, google documents, and Naviance.

ACCOUNTABILITY

Evaluation	Outcome
Students will identify and meet their annual individual goals.	Students will identify their goals, coping strategies, support systems, and academic progress.

ACTIVITY: Student Conflict Mediations

☐ College/Career Planning
☐ Scheduling
☐ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☒ Student Interventions

DELIVERY

Need	Preparation
To resolve student conflict in a safe place.	School counselors will meet with students individually to prepare them for peer mediations.

FOUNDATION

Objective
School counselors will assist students in resolving peer conflict in a restorative way.
ASCA Standards Domain: Academic Development: A:A2.3, A:C1.1; Personal/Social Development: PS:A1.5, A1.8, PS:B1.6 Mindset: Mindset Standards: (1-6); Behavior Standards: LS (2,5), SMS (2,6,7,8,10), SS (2,3,4,7,9) CDOS: Standard 2, Standard 3a

MANAGEMENT

Target Grade	Time Frame	Activity Duration
6-8	Annually	As needed
Procedure	Staff	Resources
School counselors will meet with students to reflect on their behaviors.	School Counselors	School counselors office

ACCOUNTABILITY

Evaluation	Outcome
Post meetings with students	Students will learn and identify alternative ways

	to manage their emotions and navigate peer conflicts.
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ACTIVITY: Guidance Informational Forum

☐ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVERY

Need	Preparation
To inform parents and guardians of the school counseling department.	To create an informative presentation to share with parents and guardians of middle school students.

FOUNDATION

Objective
To provide parents and guardians with informative information about the guidance department and the middle school.
ASCA Standards Domain: Personal/Social Development: PS:B1.5, PS:C1.5, PS:C1.6 Mindset: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3a

MANAGEMENT

Target Grade	Time Frame	Activity Duration
6-8	Annually	A Night Event
Procedure	Staff	Resources
Present to parents and guardians on important and necessary information provided by the guidance department.	School Counselors	Slideshow presentation, middle school auditorium.

ACCOUNTABILITY

Evaluation	Outcome
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Collect parents and guardians contact information to communicate throughout the year.	Develop a positive rapport with parents, guardians, and students.
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ACTIVITY: 6th and 7th Course Selection Parent and Student Informational Forum

☐ College/Career Planning
☒ Scheduling
☒ Transitions

☐ Professional Development
☒ School Achievement

☐ Record Keeping
☐ Student Interventions

DELIVERY

Need	Preparation
To inform parents and guardians of the middle school frameworks	To create an informative presentation to share with parents and guardians of the middle school frameworks.

FOUNDATION

Objective
To inform parents and guardians regarding the mandated courses students will take to satisfy the state and local requirements.
ASCA Standards Domain: Personal/Social Development: PS:B1.5, PS:C1.5, PS:C1.6 Mindset: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3a

MANAGEMENT

Target Grade	Time Frame	Activity Duration
6-8	Annually	Night Time
Procedure	Staff	Resources
Present to parents and guardians on important and necessary information provided by the guidance department.	School Counselors	Slideshow presentation, middle school auditorium.

ACCOUNTABILITY

Evaluation	Outcome
Q&A at the end of the presentation to ensure	Ensure students are satisfying their state and

parents understand the state and local course requirements.	local requirements
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