

Pine Bush Central School District School Counseling Comprehensive Plan



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Introduction

The American School Counselor Association and its state chapter, the New York State School Counselor Association have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. *The National Model for School Counseling Programs* (ASCA, 1997) describes how school counselors can measure their impact on these areas. *The New York State Model for Comprehensive K-12 School Counseling Programs* (NYSSCA, 2005) more specifically links school counselors' work to the New York State Educational Standards.

NYS Education Department School Counseling Regulations:

On July 1, 2017, the New York State Education Department Board of Regents adopted amendments to Commissioner's Regulations related to school counseling (<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>). The New York State Education Department further explained the role of the school counselor as:

"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be

successful.

It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”
(NYSED, 2018)

In the January 3, 2018 memo from the New York State Education Department to school district leaders the following highlights to the changes to the school counseling regulations were identified as:

Old Requirement	New Requirement
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.
In grades K-6, the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.	Beginning with the 2019-2020 school year, for students in grades six through twelve, 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.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.
NA	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 providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each 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.

(NYSEd, 2018)

ASCA National Model

Executive Summary

(www.schoolcounselor.org)

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement.

Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

ASCA Model Components

Executive Summary

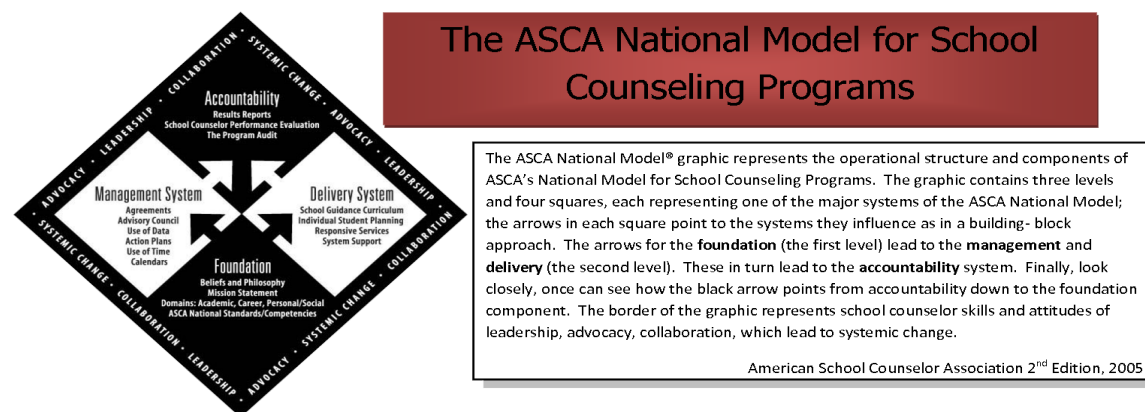
(www.schoolcounselor.org)

The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

- ❑ **Foundation:** School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.
 - ❑ **Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.
 - ❑ **Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.
 - ❑ **Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

- ❑ **Management:** School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Tools include:
 - ❑ School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.
 - ❑ Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.
 - ❑ Annual plans developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished.
 - ❑ Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results.
 - ❑ Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career-ready.
 - ❑ Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance.
 - ❑ Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.
- ❑ **Delivery:** School counselors provide services to students, parents, school staff and the community in the following areas:
 - ❑ **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:
 - ❑ School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered establishing personal goals and developing future plans.
 - ❑ Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
 - ❑ Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
 - ❑ **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

- ❑ **Accountability:** To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.



Elements of the ASCA National Model			
<u>Foundation</u> • Beliefs and Philosophy • Mission • Domains • ASCA National Standards and Competencies	<u>Delivery System</u> • Guidance Curriculum • Individual Student Planning • Responsive Services • Systems Support	<u>Management Systems</u> • Management • Agreements • Advisory Council • Use of Data • Action Plans • Use of Time • Calendars	<u>Accountability</u> • Results Reports • School Counselor Performance Standards • Program Audit

School Counseling Practice

Role of the School Counselor:

The American School Counselor Association advocates professional roles and standards of practice for school counselors and ascertains that professional school counselors engage in preventive, developmental, and systemic approaches to counseling (American School Counselor Association, 2002). They work within the educational system to support teachers, students, and families to enhance academic, personal/social and college/career areas. The evolving formation of professional school counselors was defined by the American School Counselor Association (2004) in the professional literature as the following

Professional school counselors are certified/licensed professionals with a master's degree or higher in school counseling or the substantial equivalent. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and help all students in maximizing student achievement. (p. 23)

The National Model supported the skills of the school counselor in establishing a preventive and systematic program for the profession. The structure of the ASCA National Model (ASCA, 2003) is divided into different components or elements, which include: foundation, management, delivery and accountability. Each of these elements are essential parts of the educational system which together provide assurance that students will receive the knowledge, attitudes, and skills they need to become successful, contributing adults (Johnson, 2003).

Non-School Counseling Activities

Non-guidance/school counseling activities are defined as those tasks that do not fit into the National Model (Gysbers & Henderson, 2000, p. 53). Non-guidance/school counseling activities can be identified as administrative, clerical, instructional, or student supervision activities (Gysbers & Henderson, 2000). Examples of such tasks can include administering school-wide testing programs, entering data, counting test booklets, tutoring students, or covering classes for teachers. When school counselors are assigned a disproportionate amount of time to these non-guidance responsibilities, the integrity of a comprehensive school counseling program is impaired (Gysbers, 2001). The recommended time distribution by level and area of service is as follows (American School Counselor Association, 2002):

	Elementary School	Middle School	High School
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%- 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	30% - 40%
System Support	10%-15%	10%-15%	10%-15%

Pine Bush Central School District

School Counseling Comprehensive Plan

In an effort to develop and align the current school counseling program to the New York State Education Department regulations, the school counseling team at Pine Bush Central School District has developed this comprehensive school counseling plan. The Pine Bush School District School Counseling Program utilizes the ASCA National Model components to:

- Establish the school counseling practice
- Develop a foundation (mission, vision, belief and SMART goals) for the program
- Create a management method to continuously improve programs to support student's academic, social emotional, career and college readiness skills
- Provide a scope and sequence of school counseling delivery methods
- Obtain and review data to support the needs of students and collaborate with school leaders, teachers, staff and community members

The Pine Bush School District School Counseling Comprehensive Plan will be reviewed yearly and updated as needed.

School Counseling Department Team Members

Pine Bush High School Counselors	STARS Academy	Crispell Middle School Counselors	Circleville Middle School Counselors
McKenna Alonge Lauren Cummings Jessica Johnson Melissa Kaloz Kristen Schlageter Scott Van Pelt	Wendy Crandall	Megan Fitzgerald Dawn Mazzella Shannon Meland	Chris Hendricks Anna Stroynick

School Counseling Foundation

The Pine Bush School Counseling Department's comprehensive school counseling focus is established through a program vision, mission, and beliefs. The foundation of a program is aligned to the district's mission and benefits all students.

Vision Statement: We empower students to dream big, think globally, value diversity and achieve personal success.

Mission Statement: The Pine Bush Central School District will provide real world, state-of-the-art, innovative educational strategies that prepare our students for higher education and career pathways. Each student will be prepared to become a contributing member in an ever-changing world.

School Counseling Program Beliefs: A district-wide commitment to the following values and beliefs is vital at all levels of the organization if we are to fully realize our vision and mission:

1. Students must always come first.

- a. We believe it is essential to place the interests of students above all others in every decision we make.
- b. We believe that students should feel a strong connection to school and have positive relationships with the adults in our schools.
- c. We believe that the core work of the district is supporting student learning.
- d. We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of challenges or circumstance be supported and expected to achieve at his or her highest level.

2. High-quality teaching and learning are key to student success.

- a. We believe that all children can learn and excel, and that we have an obligation to uncover the best ways to make that happen.
- b. We believe in high expectations for all students and staff built on a culture that includes fair treatment, honesty, openness and respect
- c. We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to high standards, measurable outcomes, appropriate professional development and equitable access to educational opportunities.
- d. We believe that we will need to operate in perpetual learning mode, seeing professional growth as an ongoing responsibility for all.

3. Positive social, emotional, and behavioral growth provides a sturdy foundation for academic and personal success.

- a. We believe schools are the heart of our communities and are committed to providing healthy, safe and caring school environments.
- b. If we want children to be successful in school and in life, we believe they must possess strong social skills plus emotional self-awareness and self-control.
- c. We believe that students want to know what is expected, and we have an obligation to tell them.
- d. We believe structured opportunities outside of the classroom can provide rich experiences that foster positive social/emotional development and responsible behavioral choices.

4. Strong leadership, effective systems and reliable measures are needed to accomplish our goals.

- a. We believe that leadership is essential. It should be developed and distributed within every constituency and throughout the organization.
- b. We believe that routine review of how we do business will help us to maintain effective and efficient systems that support our core business of teaching and learning.
- c. We believe that a continuous improvement cycle can most effectively be maintained by the routine collection and analysis of data.
- d. We believe that data should help us refine our approaches within our classrooms and in the systems that support those classrooms.

5. Our efforts will require us all to work together.

- a. We believe we must partner effectively with our parents and tap community resources.
- b. We believe students are far more likely to be successful in school when their families share in the commitment to that school success.
- c. We believe that teachers and other staff must maintain a collaborative spirit and be willing to share both resources and ideas.
- d. We believe positive relationships are key to accomplishing our goals. This includes relationships between and among staff, between teachers and students, between administrators and teachers, and among school staff, families, community and the Board of Education.

School counseling programs are developed by focusing on needs and issues related to various stages of student growth. There is a major commitment to individual uniqueness and the maximum development in the three major areas: academic, college/career, and social/emotional.

School Counseling Goals

The school counseling goals are specific, measurable, achievable, realistic and are timely. Goals define how a school counseling program will achieve the established foundational mission and vision as well as guide the development of curriculum, small-group and closing-the-gap action plans. (ASCA, 2005)

Values	Strong leadership, effective systems and reliable measures are needed to accomplish our goals.
Goal	By 2018 -2020, develop a K-12 comprehensive counseling model that allows students and families to collaborate with the school and community.
Objective	Audit current components of developing a comprehensive counseling plan.
Action Plan(s)	1. Professional development to create a K12 Comprehensive Plan. 2. Bi-Annual review of the plan.
Assessment(s))	1. Creation of final living document "Pine Bush Central School District School Counseling Comprehensive Plan". 2. Final ASCA Audit

School Counseling Delivery

Direct vs. Indirect Student Services

The American School Counseling Association National Model (2005) states that school counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

School Counseling Core Curriculum

- Instruction - Direct instruction through classroom delivery, team teaching, co-teaching and assisting with lesson plans which promote academic, career or personal/social development.
- Group Activities - Conduct group activities which support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.

Individual Student Planning

- Appraisal - Work with students to analyze and evaluate their abilities, interests, skills and achievement.
- Advisement - Help students to make decisions for future plans based on academic, career and personal/social data.

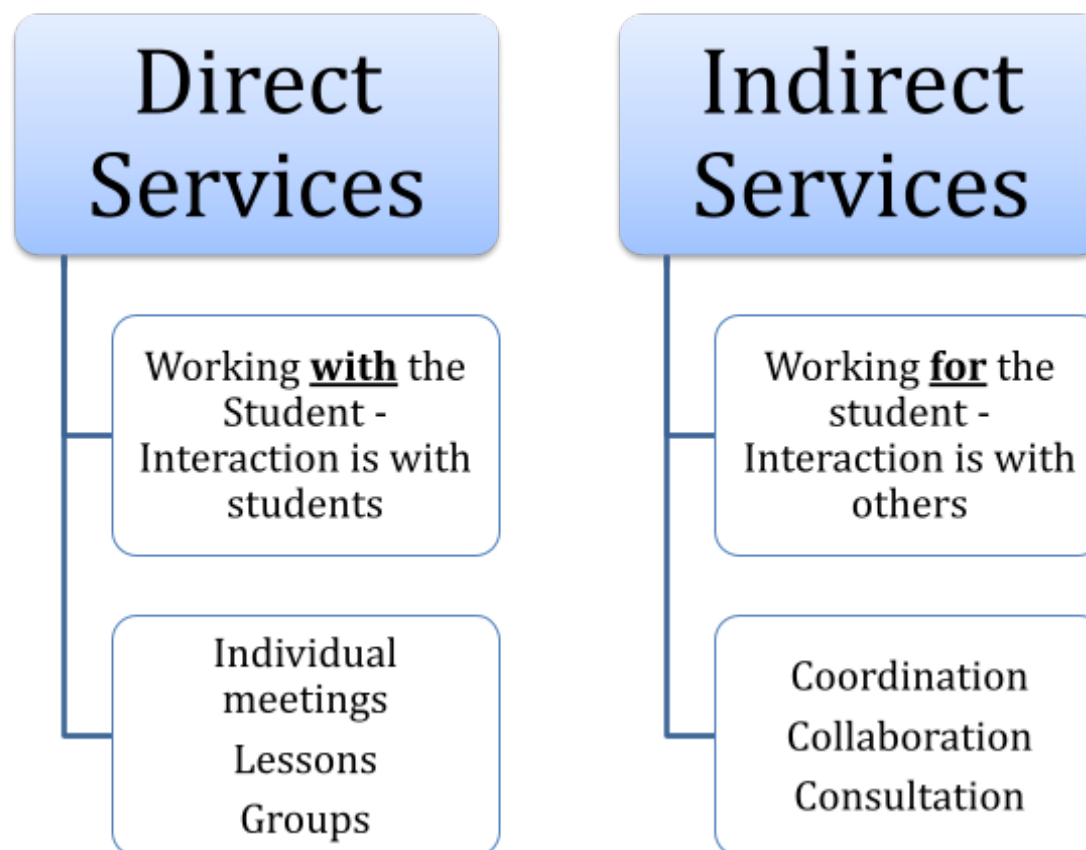
Responsive Services

- Counseling - Counseling sessions in individual or small group settings to help students overcome barriers to development and achievement.
- Crisis Response - Support and assistance to students as they navigate crisis or emergency situations.

Indirect Student Services

- Referrals - Direct students and parents to school or community resources for additional assistance or information. Examples: tutoring, career support, college planning, community mental health agencies, and community counseling agencies.
- Consultation - Share strategies which support student achievement with parents, educators, and community organizations.
- Collaboration - Work with educators, parents, and community to establish programs and interventions which promote student success. Examples: advisory boards, school district partnerships, and parent workshops.

Comparison of Direct and Indirect Services



Following are the K-12 services, direct and indirect provided at the Pine Bush Central School District.

School Counseling K-5 Delivery Services

Guidance Objective 1

- A. Program Objective:** The program prepares students to participate effectively in the Current Educational Programs.
- B. Target Population:** All Grades K-5
- C. Expected Outcome:**
1. Student will maintain achievement levels appropriate to their ability and maturity in all curriculum areas.
 2. Students will maintain an observable interest and effort in their school work.
 3. Students will demonstrate interpersonal communication and problem-solving skills appropriate to the grade level.
- D. Annual Assessment:**
1. Student achievement will be measured by report card grades each marking period and at the appropriate grade levels.
 2. Student motivation will be noted by the classroom teacher and also by their report card grades each marking period.
 3. Interpersonal communications and problem-solving skills growth will be noted by classroom teachers and other school personnel.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Study Skills	Grades K-5	Classroom Teachers	AIS & Teachers	On-going
Student/Teacher Conferences on Academic Progress	Grades K-5	Classroom Teachers	Principal & Assistant Principal	Nov/March, On-going when necessary
Instruction About Appropriate Behavior	Grades K-5	Classroom Teachers	Principal & Assistant Principal	On-going
Social Skills Lessons	Grades K-5	School Psych/Social Workers	Principal	On-going
Anti-Bullying Assemblies	Grades K-5	Principal		Two times per year

School Counseling K-5 Delivery Services

Guidance Objective 2

- A. Program Objective: To prepare students to participate effectively in their Future Educational Programs.**
- B. Target Population: All Grades K-5**
- C. Expected Outcome:**
 - 1. Students will demonstrate continuous achievement as they progress through elementary school.**
 - 2. Failure rate will remain stable or decrease.**
 - 3. Students receiving remedial instruction may make satisfactory progress in these programs.**
- D. Annual Assessment:**
 - 1. Report cards grades each marking period: Standardized test results, and evaluations by Academic Intervention Support Teams.**
 - 2. Continuous monitoring of students will result in placement in AIS.**

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Kindergarten Screening	All Kindergarten Students	Classroom Teachers, Speech Therapist, & Nurse	Principal & Assistant Principal	On-going
Parent Orientation/Open House	Grades K-5	Principal, Assistant Principal, Nurse, Teachers, Teacher Assistants & School Psychologist		September
Unit, Chapter, Fountas Pinnell Testing, Reveal Student Strength & Weaknesses	Grades K-5	Classroom Teachers	Principal & Assistant Principal	On-going
Standardized Testing in ELA and Math	Grades 3-5	Classroom Teachers	Principal & Assistant Principal	On-going
STAR Testing in Literacy, Reading & Math	Grades K-5	Classroom Teachers	Assistant Principal & Principal	Three times per year Sept/Jan/June

School Counseling K-5 Delivery Services

Guidance Objective 3

- A. Program Objective:** To help students who exhibit Attendance Problems.
- B. Target Population:** All Grades K-5
- C. Expected Outcome:**
1. Students will attend school regularly as a result of this process.
 2. Parents will cooperate with the school to ensure the regular attendance of their children.
- D. Annual Assessment:**
1. Review of monthly and year-end student attendance records.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Regular Attendance Reporting	Grades K-5	Classroom Teachers, Secretary	Principal & Assistant Principal, Nurse	On-going
Telephone Calls to Parents	All excessive absentee students	School Nurse	Principal & Classroom Teachers	On-going
Individual Counseling	All excessive absentee students	School Nurse	Principal & Classroom Teachers	On-going
Parent Conferences	All excessive absentee students	School Nurse	Principal & Classroom Teachers	On-going
Referrals to Community Organizations	All excessive absentee students	School Based Liaisons, School Counselor	Principal	On-going

School Counseling K-5 Delivery Services

Guidance Objective 4

- A. Program Objective: To help students who exhibit Academic Problems.
- B. Target Population: All Grades K-5
- C. Expected Outcome:
 - 1. The class work and homework of students in the programs will improve.
 - 2. The report card grades of students in the program will improve.
 - 3. The student will demonstrate responsible behavior.
- D. Annual Assessment:
 - 1. Observation of classroom teacher.
 - 2. The improvement noted on the student(s)' report card.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Parent/Teacher Conferences	Grades K-5	Classroom Teacher	Principal & Assistant Principal	On-going, Nov/March
Assessment by the Committee of Special Ed. (CSE)	Students Grades K-5 who continue to fall below academic standards	Principal, School Psychologist, & Classroom Teachers	Community Agencies	As-needed
Assignments to Academic Intervention Support (AIS)	Students Grades K-5 in need of this service	Principal, AIS Teachers, Response to Intervention Committee (RIT)	AIS Framework	On-going
Individual Counseling	Students Grades K-5 in need of this service	School Psychologist & Social Worker	Classroom Teacher & Parent	On-going
Group Counseling	Students Grades K-5 in need of this service	School Psychologist	School Social Worker	On-going
Road to Success Program	Students Grades K-5 who need assistance in one or more subject areas	Classroom Teachers	Other faculty volunteers	On-going

School Counseling K-5 Delivery Services

Guidance Objective 5

A. Program Objective: To help students who exhibit Behavioral or Adjustment Problems.

B. Target Population: All Grades K-5

C. Expected Outcome:

1. Student behavior will improve.
2. Student adjustment to school will improve.

D. Annual Assessment:

1. A reduction in the number of reported disciplinary problems.
2. A student population enjoying their educational experience.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Instruction on Classroom Behavior	Grades K-5	Classroom Teacher	School Psychologist Assistant Principal	On-going
Parent/Teacher Conferences-Principal	Students Grades K-5 who exhibit behavior concerns	Classroom Teacher, Principal & School Psychologist	Committee on Special Education (CSE)	On-going
Assessment by Committee of Special Education (CSE)	Students Grades K-5 in need of this service	Principal, School Psychologist, & Classroom Teacher	Parent, Classroom Teacher, School Psychologist	As need arises
Individual Counseling	Students Grades K-5 in need of this service	School Psychologist	School Psychologist, Classroom Teacher & Parent	On-going
Group Counseling	Students Grades K-5 in need of this service	School Social Worker & School Psychologist	School Psychologist	On-going
Referral to School Administrator for Disciplining Purposes	Grades K-5	Assistant Principal	Principal	On-going
Development of Behavior Improvement Plan (BIP)	Students in Grades K-5 in need	School Psychologist	Parents, Principal, & Classroom Teacher	On-going
Referral to Community Agencies	Students Grades K-5 in need of this service	School Psychologist	School Psychologist & Community Agencies	On-going
Handbooks including Discipline Policies Distributed to Parents K-5	Students Grades K-5 & Parents	Principal & Classroom Teachers	Code of Conduct Committee	Sept & Upon new entrance

School Counseling K-5 Delivery Services

Guidance Objective 6

- A. Program Objective: Help students deal with Family Issues that Impact education.
- B. Target Population: K-5
- C. Expected Outcome:
 - 1. Improved Academic Performance
 - 2. Students will develop the ability to identify their feelings.
 - 3. Students will develop coping mechanisms.
 - 4. Parents will understand the scope of the guidance program, its content and procedure.
- D. Annual Assessment:
 - 1. Classroom teachers' observation of student response.
 - 2. Parent feedback.
 - 3. Counselor feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual Counseling	Students Grades K-5 in need of this service	School Psychologist	Parents & Classroom Teachers	On-going
Group Counseling	Students Grades K-5 in need of this service	School Psychologist & Social Worker	Parents & Classroom Teachers	On-going
Referral to Community Agencies	Students Grades K-5 in need of this service	School Counselor	School Psychologist & Community Agencies	On-going

School Counseling K-5 Delivery Services

Guidance Objective 7

- A. Program Objective: To Encourage Parental Involvement**
B. Target Population: All Grades K-5
C. Expected Outcome:
1. Encouragement of Parental Involvement in the development and support of the education programs and goals designed for their child.
 2. Encouragement of mutual communication between parent and school personnel.
 3. Parents will develop a clear understanding of school services and programs provided for their children.
- D. Annual Assessment:**
1. Parental feedback.
 2. Teacher/Principal/School Psychologist Observation.
 3. Progress Reports.
 4. Report Cards.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Current Report Card Conferences/Progress Reports	All Students Grades K-5	Classroom Teachers, Principals, Special Area Teachers	Principal	On-going
Parent Conferences	All Students Grades K-5	Classroom Teacher	Principal	On-going
Open House – Parent Orientation, etc.	All Parents, Teachers Grades K-5	Principal & Classroom Teacher		Fall-Scheduled Annually
Notices to Parents: Report Cards, Progress Reports, Informal Communication, Need of Remediation Letter & Honor Roll Letter	All Parents, Teachers Grades K-5	Classroom Teachers	Principal & AIS Teachers	On-going
Parent Teacher Association (P.T.A.)	All Parents Grades K-5	Principal & Teacher		On-going
Curriculum Nights	All Parents Grades K-5	Representative & Assistant Superintendent of Instruction	Principals & Assistant Principals	Two times per year

School Counseling K-5 Delivery Services

Guidance Objective 8

- A. Program Objective:** To Preserve and Support the Social and Emotional Health of all students.
- B. Target Population:** All Grades K-5
- C. Expected Outcome:**
 - 1. Students will feel comfortable in their educational setting.
 - 2. Students will learn and demonstrate good character.
 - 3. School Faculty will teach and model good character.
 - 4. Students will have the appropriate support for their social and emotional issues.
- D. Annual Assessment:**
 - 1. Student's level of comfort will be monitored by classroom teachers, and by use of self-report measures.
 - 2. A measurable reduction in discipline referrals for all students.
 - 3. Formalized observation by administration.
 - 4. Reassessing the guidance program on a yearly basis.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Implementation of Positive Behavior Intervention System Program (PBIS)	All students Grade K-5	PBIS Committees at each building	Assistant Principals	On-going
Individual Counseling	All students Grade K-5 in need of this service	School Psychologist	Classroom Teacher, Parent & Other School Staff	On-going
Group Counseling	All students Grade K-5 in need of this service	School Psychologist & Social Worker	Classroom Teacher & Parent	On-going
Implementation of No Place for Hate Committee (NPFH)	All students Grade K-5	NPFH Committee (representatives from all bargaining units & grade levels)	Principal & Assistant Principal	On-going

School Counseling 6-8 Delivery Services

Individual Planning

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Individual student meetings: academic, social emotional	Middle School	M1, M6 BSS 3 BLS 7	School Counselor	September - June
Parent Communication: meetings, phone calls and emails	Middle School	BSS 3 BSS 6	School Counselor	July – June
Individual schedule changes	Middle School	BSS 8 M3	School Counselor	July – June
Student investigation meeting – disciplinary pre-meeting	Middle School	BLS 9 BSM 2 BSM 1 BSM 7	School Counselor	September - June
6th and sometimes 7th grade Getting To Know You meetings	Middle School	BSS 3 BLS 7 BSS 1 M2	School Counselor	Fall
Transfer student – in & out	Middle School	BSMS 10	School Counselor	July – June
Recommendation letters	Middle School	BSMS 5 BSMS 4	School Counselor	September - June

School Counseling 6-8 Delivery Services

Responsive Services

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
HS Transition meetings	Middle School	BLS 1 BLS 7 M4	School Counselor	January – March
Crisis counseling	Middle School	M1, M2, M3 BSMS 2, BSMS 5, BSMS 8, BSMS 9	School Counselor	September – June
AIS evaluations (STARS)	Middle School	M5 BLS 6, BLS 7	School Counselor	July – June
Summer school registration	Middle School	M 5 BSMS 1, BSMS 8	School Counselor	June
At risk assessments	Middle School	M1, M3 BLS 4, BLS 7 BSMS 8	School Counselor	September – June
Communication with attendance officer	Middle School	M1 BSMS 1, BSMS 2 BSMS 4	School Counselor	September – June
Failure letters, meetings	Middle School	M5 BLS 4, BSMS 2, BSMS 4	School Counselor	October – June
Communication with community resources (doctors, counselors)	Middle School	M1 BSS 3, BSMS 7	School Counselor	September - June

School Counseling 6-8 Delivery Services

System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
504 Meetings	Middle School	M2, M5	School Counselor	July - June
Order of protection plan	Middle School	BSMS 9	School Counselor	September – June
PINS	Middle School	M5, M6 BLS 1, BSMS 1, BSMS 2	School Counselor	September – June
CSE meetings	Middle School	M2, M5	School Counselor	September – June
KIDS meeting- at-risk	Middle School	M1 BSS 6, BSS 7, BSS 7 BLS 7	School Counselor	September – June
IDT and SPARC – forms and in-take meetings	Middle School	M1 BLS 7, BSM 6, BSM 7 BSMS 9, BSS 9	School Counselor	September – June
Open House	Middle School	M 6, BSS 3, BSMS 10	School Counselor	September
Parent-teacher conference nights	Middle School	M 6, BLS 7, BLS 9 BSS 3, BSS 5, BSS 6	School Counselor	Fall and Spring
Test coordination – NYS, Regents, Midterms, Finals	Middle School	M1, M5, BLS 6	School Counselor	September – June
Master schedule – data entry into SchoolTool and run	Middle School	BSMS 10 BSS 6 BLS 9	School Counselor	September – June

School Counseling Curriculum Scope and Sequence

6th - 8th Grades

The goal of a comprehensive school counseling curriculum is to ensure the engagement of each student in a proactive and preventive learning activity intended to promote knowledge and skills development in personal/social, academic and career domains. The Mindset and Behavior Standards are the benchmarks for the topic delivery and guide the assessment of student learning outcome.

The Pine Bush School District School Counseling Department scope and sequence provides an overview of the topics school counselors deliver through classroom and other presentations. The individual lesson plans follow the chart to establish specific learning objectives, key concepts delivered and the collaboration with school and community members.

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Social Emotional Domain				
Too Good for Drugs	7th - 8th Grade	B-SMS 2. Demonstrate self-discipline and self-control B-SMS 9. Demonstrate personal safety skills	During school presentation in the health classroom. School counselor coordinator Health teacher Project Impact ADAC	September - June
Internet Safety/Awareness	7th Grade	B-SMS 9. Demonstrate personal safety skills B-SMS 2. Demonstrates self-discipline and self-control B-SS 9. Demonstrates social maturity and behaviors appropriate to the situation and environment B-LS 1. Demonstrate critical thinking skills to make informed decisions	Study Hall English Class when in the Library Media Class a possibility School counselors Law Enforcement Media Teacher Librarian	Fall or Spring

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Social Emotional Domain				
Anti-Bullying Group	6th - 8th grade	B-SS 2. Create positive and supportive relationships with other students B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills	School Counselors	Fall and Ongoing
Anti-Bullying Assembly	6th - 8th grade	B-SS 2. Create positive and supportive relationships with other students B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills	School Counselors	Fall
Additional Support Group (Addendum)	6th - 8th Grade (515 students vary each year based on need)	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	School Counselors	September – June

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Social Emotional Domain				
Suicide Prevention Presentation (SOS)	6th Grade	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SMS 9. Demonstrate personal safety skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	English Classrooms/Social Studies Classrooms School Counselors, Social Worker, School Psychologist	October
Healthy Relationships	8th Grade	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success	Home and Careers or Health class School Counselors Safe Home	All Year

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Social Emotional Domain				
Anxiety Skills - Group	6th - 8th Grades	B-SMS 7. Demonstrate effective coping skills when faced with a problem B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 7. Identify long and short-term academic, career and social/emotional goals	Counseling Office during lunch/study hall Small groups: 12-15	Fall and Spring
College/Career Domain				
Career Fair	8th Grade	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 7. Identify long-and short-term goals, academic, career and social/emotional goals	Morning event- students taken out of exploratory classes to explore careers Home and careers and English teachers School Counselors and Career speakers	December - June

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
College/Career Domain				
Career Readiness - Classroom (Addendum)	8th Grade	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	Home & Careers Class School Counselors and Home & Career Teacher	September - June
Academic Domain				
High School Presentation	8th Grade	B-LS 4. Apply self-motivation and self-direction to learning B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-LS 7. Identify long- and short-term academic, career and social/emotional goals	School Counselors English teachers	January - February

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior	Staff Assigned	Timeline
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		Standards		
Academic Domain				
6th Grade Getting to Know You	6th Grade	B-SS 3. Create relationships with adults that support success B-LS 7. Identify long- and short-term academic, career and social/emotional goals B-SS1. Use effective oral and written communication skills and listening skills.	School Counselors	Fall
6th Grade Orientation	6th Grade (200-250)	B-SMS 8. Demonstrate the ability to balance school, home and community activities B-SMS 6. Demonstrate the ability to overcome barriers to learning B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	School Counselors Administration Teachers	August

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Academic Domain				
Study/Organizational Skills Group (Addendum)	6th Grade	B-LS 3. Use time-management, organizational and study skills B-SMS 1. Demonstrate ability to assume responsibility B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	School Counselors	November - January
5th Grade Informational Sessions	5th Grade (350-400)	B-SMS 8 Demonstrate the ability to balance school, home, and community activities B-SMS 10 Demonstrate ability to manage transitions ability to adapt to changing situations and responsibilities	5th grade /6th grade teachers during school School counselors, administrators, teachers, 6th grade ambassadors	May - June

School Counseling Curriculum Scope and Sequence 6-8

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Academic Domain				
8th Grade High School Planning Meetings	8th Grade (350-400)	B-LS 1 Demonstrate critical-thinking skills to make informed decisions B-LS 7 Identify long- and short- term academic, career and social/emotional goals	School Counselor Teachers	January-March
Failure Meetings	6th-8th Grade (50-100 students each quarter)	B-LS 3. Use time-management, organizational and study skills B-LS 4. Apply self-motivation and self-direction to learning B-SMS 1. Demonstrate ability to assume responsibility	School Counselors	November - May

School Counseling Direct Services
School Counseling Lesson Plans
6th - 8th Grades

Lesson Title: Too Good for Drugs

Grade (s): 7th - 8th Grade

Timeline: September - June

Multi-tiered system of support: Social Emotional - Level 1

Essential Question: How does the use of drugs impact students and others?

Key Concepts: Impact of drugs and alcohol and preventative skills

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	During school presentation in the health classroom. School counselor coordinator Health teacher Project Impact ADAC
Mindset and Behavior Standards:	B-SMS 2. Demonstrate self-discipline and self-control B-SMS 9. Demonstrate personal safety skills
Resources: <i>What do you need to deliver the lesson?</i>	ADAC Representative Research based curriculum lessons on drugs and alcohol (ADAC resources)
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	1. ADAC representative comes in to discuss drug and alcohol awareness and preventative skills 2. Lessons on Drug and Alcohol during an 8 week time period
Assessment:	Pre-survey by district Exit ticket Post- survey (Exit survey)
Notes (Reflection on the lesson):	

Lesson Title: Internet Safety/Awareness

Grade (s): 7th Grade

Timeline: Fall or Spring

Multi-tiered system of support: Social Emotional - Level 1

Essential Question: How does what students post on the internet harm them?

Key Concepts: To become aware of hidden dangers with social media and internet use

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Study Hall English Class when in the Library Media Class a possibility School counselors Law Enforcement Media Teacher Librarian
Mindset and Behavior Standards:	B-SMS 9. Demonstrate personal safety skills B-SMS 2. Demonstrates self-discipline and self-control B-SS 9. Demonstrates social maturity and behaviors appropriate to the situation and environment B-LS 1. Demonstrate critical thinking skills to make informed decisions
Resources: <i>What do you need to deliver the lesson?</i>	Access to internet Computer Lab Class time Assembly - Trooper Vedder - powerpoint
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson.</i>	Classroom: 1. Introduce key concepts in the classroom 2. PBSkids.org/old license - Internet safety license Assembly: 1. Trooper Vedder - powerpoint presentations
Assessment:	Pre-survey questions checking understanding of internet safety Internet license from the online assessment
Notes (Reflection on the lesson): Collaborate with library media specialist and media teachers.	

Lesson Title: Anti-Bullying Group

Grade (s): 6th - 8th grade

Timeline: Fall and Ongoing

Multi-tiered system of support: Social Emotional - Level 2

Essential Question: Do students understand what bullying is and the impact of bullying?

Key Concepts: Learning the effects of bullying, ways to forgive, ways to be an upstander

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	School Counselors and staff who refer
Mindset and Behavior Standards:	B-SS 2. Create positive and supportive relationships with other students B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills
Resources: <i>What do you need to deliver the lesson?</i>	Lessons - Friendship skills Lessons - self-esteem Lessons - leadership Lessons - what bullying is exactly and what it is not
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	1. Use resources to deliver group lessons 2. Students involved in bullying participate in the group
Assessment:	Pre-Survey questions checking understanding of bullying and impact of bullying Number of referrals for bullying decrease.
Notes (Reflection on the lesson):	

Lesson Title: Anti-Bullying Assembly

Grade (s): 6th - 8th grade

Timeline: Fall

Multi-tiered system of support: Social Emotional - Level 1

Essential Question: Do students understand what bullying is and the impact of bullying?

Key Concepts: Learning the effects of bullying, ways to forgive, ways to be an upstander

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Assembly during school day.
Mindset and Behavior Standards:	B-SS 2. Create positive and supportive relationships with other students B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SMS 9. Demonstrate personal safety skills
Resources: <i>What do you need to deliver the lesson?</i>	Anti-Bullying Speaker - Rachel's Challenge - Breaking the cycle Counseling breakout services
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	3. Students attend assemblies 4. Journal responses to presentations in English class 5. Follow up counseling services as needed
Assessment:	Number of referrals for bullying decrease.
Notes (Reflection on the lesson): Possibilities based on availability: Rachel's challenge, "I Forgive". Open to other speakers.	

Lesson Title: Additional Support Group (Addendum)

Grade (s): 6th - 8th Grade (515 students vary each year based on need)

Timeline: September – June

Multi-tiered system of support: Social Emotional - Level 2

Essential Question: What additional supports do students need for social/emotional topics

Key Concepts: Academic/social/emotional support

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Lunch, study hall and push in during health classes Referrals and recommendations from staff
Mindset and Behavior Standards:	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
Resources: <i>What do you need to deliver the lesson?</i>	List of who can help/resources in and outside of school Lesson on social/emotional growth Lesson on coping skills
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	Use social emotional resources to address the needs of the groups.
Assessment:	Exit ticket -ask students what they can do to increase social emotional growth Reduced need for participation Increase in referrals to appropriate resources
Notes (Reflection on the lesson): Ask students what other groups would they need to further help them.	

Lesson Title: Suicide Prevention Presentation (SOS)

Grade (s): 6th Grade

Timeline: October

Multi-tiered system of support: Social Emotional - Level 1

Essential Question: How do students develop social emotional and physical well-being?

Key Concepts: Recognize warning signs of depression and suicide, how to utilize and identify resources within building, how to use the ACT steps, and how to advocate for self and peers

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	English Classrooms/Social Studies Classrooms School Counselors, Social Worker, School Psychologist
Mindset and Behavior Standards:	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SMS 9. Demonstrate personal safety skills B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
Resources: <i>What do you need to deliver the lesson?</i>	Powerpoint DVD Skit outline/scenarios Red flags sheet
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	DAY 1 - 1. Discuss powerpoint (warning signs and factual information) 1. View DVD and scenarios of ACT DAY 2 - 1. Review ACT steps 2. Have students role play scenario and recognize key warning signs 3. Have students fill out red flag sheets 4. Review red flag sheets 5. Counsel/evaluate identified students
Assessment:	Do you need to talk to someone? Do you now know how to identify feelings?
Notes (Reflection on the lesson):	

Lesson Title: Healthy Relationships

Grade (s): 8th Grade

Timeline: All Year

Multi-tiered system of support: Social Emotional - Level 1

Essential Question: What are healthy relationships?

Key Concepts: Students learn what a healthy relationship is and how to identify unhealthy relationships

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Home and Careers or Health class School Counselors Safe Home
Mindset and Behavior Standards:	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success
Resources: <i>What do you need to deliver the lesson?</i>	Safe Homes Representative Research based curriculum Health and/or Home and Career classroom
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson</i>	1. Safe Home presents 2. Healthy relationship lesson
Assessment:	Check for understanding of healthy relationships and exit ticket (what did you learn today? Pre-Survey what is a healthy relationship? Put heads down, raise hand, if you know what a healthy relationship is?
Notes (Reflection on the lesson):	

Lesson Title: Anxiety Skills - Group

Grade (s): 6th - 8th Grades

Timeline: Fall and Spring

Multi-tiered system of support: Social Emotional - Level 2

Essential Question: Do students know strategies to decrease anxiety?

Key Concepts: Identify causes of anxiety and coping skills to reduce anxiety

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Counseling Office during lunch/study hall Small groups: 4-12
Mindset and Behavior Standards:	B-SMS 7. Demonstrate effective coping skills when faced with a problem B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 7. Identify long and short-term academic, career and social/emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	Worksheet that identifies anxiety causing situations Worksheet that identifies ways to decrease anxiety Meditation/Breathing outline Follow up discussion
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	Group meetings will use resources to identify anxiety strategies to decrease anxiety
Assessment:	Student referrals Decrease in anxiety Decrease in visits to the counseling office - less need for groups
Notes (Reflection on the lesson):	

Lesson Title: Career Fair

Grade (s): 8th Grade

Timeline: December - June

Multi-tiered system of support: Career - Level 1

Essential Question: What careers are options to pursue in the future?

Key Concepts: Identify various career options that match interests

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Morning event- students taken out of exploratory classes to explore careers Home and careers and English teachers School Counselors and Career speakers
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 7. Identify long- and short-term goals, academic, career and social/emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	Community members/parents and retired educators who come to discuss careers Crispell: interest inventories in home and careers, career interests listed in English, sheet to choose which career to visit Circleville: interest inventories in home and careers, sheet with questions regarding careers they learned about
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	Crispell: 1. Complete interest inventories in Home and Careers 2. Students list 3 careers they are interested in 3. Counselors try to align speakers to match interests 4. Students attend 3 career speakers Circleville: 1. Complete interest inventories in Home and Careers 2. Career Fair 3. Students come period 1 4. Sheet with questions completed during Career Fair
Assessment:	Submitting sheet re: which careers interested in and which careers they would like to see in the future and what they learned Ask students which careers they would like to see in the future. Discussion during 8th grade transition meeting
Notes (Reflection on the lesson):	

Lesson Title: High School Presentation

Grade (s): 8th Grade

Timeline: January - February

Multi-tiered system of support: Academic - Level 1

Essential Question: What options are available for students in the high school?

Key Concepts: High school graduation requirements, course options available in high school, understanding the high school transcript

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	During School – English, Social Studies or Study Classrooms or Study Halls
Mindset and Behavior Standards:	B-LS 4. Apply self-motivation and self-direction to learning B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities B-LS 7. Identify long- and short-term academic, career and social/emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	Credits needed to graduate Course offerings worksheets High school transcript
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Review high school graduation requirements (credits) 2. Discuss CTEC options for 11th grade and possible visits in 10th grade 3. Discuss elective requirements 4. Discuss Freshman orientation
Assessment:	
Notes (Reflection on the lesson):	

Lesson Title: 6th Grade Getting to Know You

Grade (s): 6th Grade

Timeline: Fall

Multi-tiered system of support: Academic and Social Emotional - Level 1

Essential Question: Do students know the supports school counselors can give them and does the school counselor know the students?

Key Concepts: Role of school counselor and knowledge that school counselor is a resource student can turn to for support

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Counseling office
Mindset and Behavior Standards:	B-SS 3. Create relationships with adults that support success B-LS 7. Identify long- and short-term academic, career and social/emotional goals B-SS1. Use effective oral and written communication skills and listening skills.
Resources: <i>What do you need to deliver the lesson?</i>	6th Grade Getting to Know You Worksheet
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. School counselor introduces himself/herself and explains how the school counselor helps students emotionally, socially, and academically. 2. School counselor asks student multiple getting to know you questions, goal setting and career goals 3. Discuss transition to middle school
Assessment:	Completed "6th Grade Getting to Know You" worksheet
Notes (Reflection on the lesson):	

Lesson Title: 6th Grade Orientation

Grade (s): 6th Grade (200-250)

Timeline: August

Multi-tiered system of support: Academic - Level 1

Essential Question: Are you ready to be a 6th grader?

Key Concepts: Become familiar with the school building, their schedules and who their teachers are

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	School building in August School Counselors Administration Teachers
Mindset and Behavior Standards:	B-SMS 8. Demonstrate the ability to balance school, home and community activities B-SMS 6. Demonstrate the ability to overcome barriers to learning B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Resources: <i>What do you need to deliver the lesson?</i>	1. student schedules 2. scavenger hunt worksheet 3. parent portal sign-up sheet 4. supply list 5. club posters/pamphlets/powerpoint
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Explain procedures at middle school 2. Have parents sign up for parent portal 3. Students participate in scavenger hunt to familiarize themselves with the building
Assessment:	Decrease in anxiety about entering new school
Notes (Reflection on the lesson):	

Lesson Title: Study/Organizational Skills Group (Addendum)

Grade (s): 6th Grade

Timeline: November - January

Multi-tiered system of support: Academic - Level 2

Essential Question: Do the students have the study and organizational skills to be successful in their academic studies?

Key Concepts: Learning study habits, time management skills

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	During lunch in counseling office
Mindset and Behavior Standards:	B-LS 3. Use time-management, organizational and study skills B-SMS 1. Demonstrate ability to assume responsibility B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
Resources: <i>What do you need to deliver the lesson?</i>	West Virginia Department of Education Study Skills Lesson Plans Academic Success Plan Series
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Lesson 1 - Pre-assessment survey, and evaluate current time management and develop schedule 2. Lesson 2 - Evaluate progress towards goals 3. Lesson 3 - Plan for improvement in study habits 4. Lesson 4 - SQ3R note and test taking methods 5. Lesson 5 - Learn about and apply test taking strategies 6. Lesson 6 - Review and celebrate student growth in areas of organization and study skills, certificate completion form, student feedback form
Assessment:	Certificate completion form Student feedback form Improvement in students' academic grades
Notes (Reflection on the lesson):	

Lesson Title: 5th Grade Informational Sessions

Grade (s): 5th Grade (350-400)

Timeline: May - June

Multi-tiered system of support: Academic - Level 1

Essential Question: What do you need to know to be successful in middle school?

Key Concepts: To become familiar with middle school resources, student's schedules, and staff

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	5th grade /6th grade teachers during school School counselors, administrators, teachers, 6th grade ambassadors
Mindset and Behavior Standards:	B-SMS 8 Demonstrate the ability to balance school, home, and community activities B-SMS 10 Demonstrate ability to manage transitions ability to adapt to changing situations and responsibilities
Resources: <i>What do you need to deliver the lesson?</i>	Handouts about middle school Powerpoint Tours
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	Circleville: 1. Powerpoint regarding middle school 2. Building Tours Crispell: 1. Administrators' introduction 2. 6th Grade Teacher introductions 3. 6th Grade Ambassadors give small group tours
Assessment:	Exit ticket - emoji scale Number of questions asked regarding transition Increase in positive transitional behavior to middle school Decrease in stressors related to transition to middle school
Notes (Reflection on the lesson):	

Lesson Title: Career Readiness - Classroom (Addendum)

Grade (s): 8th Grade

Timeline: September - June

Multi-tiered system of support: Career- Level 1

Essential Question: Do students understand the connection between academics and career possibilities?

Key Concepts: Career interests, college majors, academic preparation for careers

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Home & Careers Class School Counselors and Home & Career Teacher
Mindset and Behavior Standards:	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards B-LS 7. Identify long- and short-term academic, career and social/ emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	Computers Careerzone Career worksheet
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Students use Careerzone to explore careers that fit their interests 2. Students research 3 careers and complete career worksheet
Assessment:	Post-survey - 3 things learned
Notes (Reflection on the lesson):	

Lesson Title: 8th Grade High School Planning Meetings

Grade (s): 8th Grade (350-400)

Timeline: January-March

Multi-tiered system of support: Academic - Level 1

Essential Question: Do 8th grade students understand the high school graduation requirements and have elective course selected?

Key Concepts: High school graduation requirements, elective course options for 9th grade

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Individual meetings in counseling office School Counselor Teachers
Mindset and Behavior Standards:	B-LS 1 Demonstrate critical-thinking skills to make informed decisions B-LS 7 Identify long- and short- term academic, career and social/emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	High school graduation requirement sheet Elective course options for 9th grade sheet
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Before individual 8th grade planning meeting 8th grade teachers input 9th grade course requests for 8th grade students 2. Explain high school graduation requirements - during classroom presentation 3. Review elective course options for 9th grade students - individual meeting 4. Student selects elective course for 9th grade - individual meeting 5. School counselor inputs elective course request - individual meeting
Assessment:	Elective course request completed Student feedback
Notes (Reflection on the lesson):	

Lesson Title: Failure Meetings

Grade (s): 6th-8th Grade (50-100 students each quarter)

Timeline: November - May

Multi-tiered system of support: Academic- Level 3

Essential Question: Do students have the support and a plan for improving their grades?

Key Concepts: academic grades, importance of completing all classwork and homework, preparation and studying for quizzes/tests

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	In counseling office - individual meetings
Mindset and Behavior Standards:	B-LS 3. Use time-management, organizational and study skills B-LS 4. Apply self-motivation and self-direction to learning B-SMS 1. Demonstrate ability to assume responsibility
Resources: <i>What do you need to deliver the lesson?</i>	SchoolTool Student Action Plan
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Discuss reasons student believes he/she is not doing well in failed class(es) 2. Discuss and document goals/interventions
Assessment:	Counselor follows up by checking grades - looking for grade improvement
Notes (Reflection on the lesson):	

School Counseling Delivery Services

9th - 12th Grade

School Counseling 9-12 Delivery Services

Individual Planning

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Senior Meetings	High School Seniors	M4, BLS1, BLS7, BLS9	School Counselor	September – November
Individual Course Selection/annual review	High School 9-11	BLS1, BLS6, BLS7, BLS8	School Counselor	December – April
College, career and employment planning	High School 9-12	M2, M4	School Counselor	Year round
College Applications	High School Seniors	M4, BLS1, BLS5	School Counselor	August – June
Individual meetings on academic progress including failures	High School 9-12	BSMS1, BSMS4, BSMS5, BLS3	School Counselor	Year round
Schedule changes, conflicts, failures, etc	High School 9-12	BLS1, BLS7	School Counselor	Year round
New student meetings and schedules	High School 9-12	M3, BSMS10	School Counselor	Year Round
Individual Academic Support	High School 9-12	BSMS1, BLS3, BLS4, BSMS6	School Counselor	Year round
OCCC Exp. Program	High School	M4, BLS4, BLS7, BLS8, BLS10 BSS8, BSS9 BSMS1, BSMS2,	School Counselor	Spring

		BSMS3, BSMS10		
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School Counseling 9-12 Delivery Services

Responsive Services

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Suicide assessment	High School	M1, M3, BSS3, BSS9, BSMS7, BSMS9	School Counselor	All year as needed
District Crisis Team	High School	M1, M3, BSMS7, BSMS9, BSS2, BSS3, BSS4, BSS9	School Counselor	All year as needed
Parent counseling	High School	M3, M4 BLS5, BLS7, BLS8, BLS9 BSS3, BSS8 BLS7, BLS8, BLS9	School Counselor	All year as needed
Safe Zone - STARS	High School	M1, M2, M3, BLS7, BSS2, BSS3 BSMS1, BSMS2, BSMS3, BSMS5, BSMS6, BSMS7, BSMS8, BSMS9, BSMS10	School Counselor	All year as needed
Student mediation	High School	M1, M2, M3 BSMS1, BSMS2, BSMS3, BSMS5, BSMS6, BSMS7, BSMS8, BSMS9, BSMS10 BSS6, BSS9	School Counselor	All year
STARS mandated counseling	High School	M1, M2, M3. M4 BLS3, BLS4, BLS7	School Counselor	All year

		BMS1, BMS2, BMS3, BMS6		
Crisis Counseling	High School	M1, M2, M3,BMSM2, BMS5, BMS9	School Counselor	All year

School Counseling 9-12 Delivery Services

System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
SAT/ACT/PSAT Admin	High School	M4	District Director of School Counseling	October – June
Coordinate with outside agencies – mental health support	High School	M1, BSS6, BSS8	School Counselor	September - June
504 Meetings	High School	M4, BLS7, BSMS6, BSMS10	School Counselor	September - June
CSE Meetings * As needed	High School	M4, BLS7, BSMS6, BSMS10	School Counselor	September - June
CPS	High School	BSS3, BSS5, BSS6 BSS8	School Counselor	September - June
PASS	High School	M1, BSS6, BSS7, BSS8	School Counselor	September - June
IST	High School	M6, BLS9, BSMS6	School Counselor	September - June
Teacher Meetings	High School	M5, BSS3, BSS6, BSS7	School Counselor	September - June
New student data,	High School	M4, BSMS1, BSMS5,	School Counselor	August – July

transcripts and documentation retrieval		BSS3		
Out of district student records	High School	M4, BSMS1, BSMS5, BSS3	School Counselor	August - July

School Counseling 9-12 Delivery Services

System Support

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
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At risk coordination	High School	M1, BLS9, BSS3, BSS8, BSMS7	School Counselor	September - June
STARS applications and referrals	High School	M1, M5, BLS7, BLS9, BSMS10	School Counselor	August - July

Liaison to colleges – NCAA	High School	BSS3, BSS 6 M 4	School Counselor	September - June
Meetings with administration	High School	M3, M6 BSS3, BSS6, BSS7	School Counselor	Year Round
Ctech visitation passes	High School	M4, BLS7, BSS2, BSMS7	School Counselor	January – June

Scholarship Committee and recommendations	High School	M4, M5 BSS5, BLS9	School Counselor	April
Diploma assembly	High School	M3, BSMS1	School Counselor	June
AP Coordination	High School	M4, M5 BSMS3	School Counselor	September - June

School Counseling Delivery - Indirect Services

System Support – 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Proctoring	High School	M6 BLS 9, BSMS 2, BSMS 3	School Counselor	January and May
Master scheduling	High School	M5, BSS 6 BSMS 7	School Counselor	April - September
Regents exams tracking	High School	M4, BLS 7	School Counselor	August, January and June
Secretarial duties for STARS	High School		School Counselor	All year
Attendance letters, reports and calls	High School		School Counselor	
Failure reports and progress report letters	High School	M4, M5 BSMS 1	School Counselor	September - June

School Counseling Delivery - Indirect Services

System Support - 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Nurse issues – escort	High School		School Counselor	
Mailings	High School		School Counselor	
Options Referrals	High School		School Counselor	

School Counseling Curriculum Scope and Sequence

9th - 12th Grades

The goal of a comprehensive school counseling curriculum is to ensure the engagement of each student in a proactive and preventive learning activity intended to promote knowledge and skills development in personal/social, academic and career domains. The Mindset and Behavior Standards are the benchmarks for the topic delivery and guide the assessment of student learning outcome.

The Pine Bush School District School Counseling Department scope and sequence provides an overview of the topics school counselors deliver through classroom and other presentations. The individual lesson plans follow the chart to establish specific learning objectives, key concepts delivered and the collaboration with school and community members.

School Counseling Curriculum Scope and Sequence 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
College/Career Domain				
College Information Workshop	10th - 11th grades (About 200-300 attendees)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.	School counselors	February-March
CTEC Presentation	10th - 11th grades (About 400 attendees)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.	BOCES CTEC Counselor School Counselors CTEC Students	January-February
College Search Lesson-Via Naviance	11th and 12th grades	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 5. Apply media and technology skills	School Counselors	Fall
Counseling Fair on Fall Open House Night	9 th -12 th grades		School Counselors School Social Workers Psychologists	Fall

School Counseling Curriculum Scope and Sequence 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
College/Career Domain				
SUNY Orange Trip	11th - 12th grades	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 1. Demonstrate critical thinking skills to make informed decisions B LS 7 Identify long and short-term academic, career and social/emotional goals	School Counselors-Stars Assistant Principals SUNY Orange staff	October
College and Financial Aid Night	9th - 12th grades (500 or more)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success. B LS 1. Demonstrate critical thinking skills to make informed decisions. B LS 7. Identify long and short-term academic, career and social/emotional goals. B SS 1. Use effective oral and written communication skills and listening skills.	School Counselors College representatives Financial Aid Officers	November

School Counseling Curriculum Scope and Sequence 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
College/Career Domain				
Career Search-Via Naviance	10th grade	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes. B LS 4. Apply self-motivation and self-direction to learning.	School Counselors Social Studies teachers	Fall
Senior Survey	12th grade (all students)	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 7. Identify long and short-term academic, career and social/emotional goals.	English teachers School Counselors	May

School Counseling Curriculum Scope and Sequence

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Academic Domain				
Classroom Course Selection	9 th , 10 th and 11 th Grades	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.	Social Studies Teachers School Counselors	December-April
Senior Presentation	12th grade	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 7. Identify long-and short-term academic, career and social/emotional goals.	School Counselors Senior English Teachers	September

School Counseling Curriculum Scope and Sequence 9-12

Activity	Target Groups	Mindset & Behavior Standards	Staff Assigned	Timeline
Academic Domain				
Learning Styles-VIA Naviance	9th grade	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 7. Identify long-and short-term academic, career and social/emotional goals.	School Counselors Social Studies Teachers	November
Social Emotional Domain				
Lunch Group	10th - 12th grades (STARS Students)	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B SS 2. Create positive and supportive relationships with other students B SS 3. Create relationships with adults that support success	School Counselor-Stars	September-June - Lunch period every day

School Counseling Direct Services

School Counseling Lesson Plans

9th - 12th Grades

Lesson Title: College Information Workshop

Grade (s): 10th - 11th grades (About 200-300 attendees)

Timeline: February-March

Multi-tiered system of support: Academic - Level 1

Essential Question: What information do students need to navigate the post high school process?

Key Concepts: To provide students and their families with information to make informed decisions about the post high school planning process.

Content Area Collaboration: N/A	School counselors Evening program
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
Resources: <i>What do you need to deliver the lesson?</i>	Powerpoint Copies of Counseling Fair Literature
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	• Overall Powerpoint Presentation • Counseling table groups based on topics: grades, colleges, financial aid and SAT
Assessment:	Post-Survey with questions such as: Was this helpful to you? Have you attended previously? If not, what suggestions do you have for improvement? Sign in sheets Left over material count

Lesson Title: CTEC Presentation

Grade (s): 10th grade

Timeline: February-April

Multi-tiered system of support: Academic and Career - Level 1 and Level 3

Essential Question: What options do students have at CTEC?

Key Concepts: To inform students about program opportunities as they relate to career interests.

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	School Counselors CTEC Students
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success
Resources: <i>What do you need to deliver the lesson?</i>	Availability of auditorium CTEC representative Student presenters Screen and AV equipment for presentation CTEC handouts
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Students are sent to the auditorium for a presentation. 2. CTEC presenter delivers the information 3. Student presenters share experience 4. Handouts given to students
Assessment:	Enrollment numbers at CTEC. Sign in sheet
Notes (Reflection on the lesson): School counselors meet individually with students regarding CTEC opportunities and enrollment.	

Lesson Title: College Search Lesson

Grade (s): 11th and 12th grades

Timeline: Fall

Multi-tiered system of support: College - Level 1

Essential Question: How do students begin their college search?

Key Concepts: To educate students on the use of technology to research potential careers and college options.

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Class presentations by school counselors Social Studies Teachers
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-LS 5. Apply media and technology skills
Resources: <i>What do you need to deliver the lesson?</i>	Reserve the computer lab in the Library Naviance Demonstrate college search
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Counselor demonstrates search process on Naviance 2. Students access Naviance and students research majors and careers 3. Select what student is interested in and research 4. Assist students in researching Colleges that are a good fit based on their results 5. Post survey- Have a list of potential Colleges to start visiting/researching
Assessment:	List of potential colleges.
Notes (Reflection on the lesson):	

Lesson Title: SUNY Orange Trip-Stars

Grade (s): 10th - 11th grades

Timeline: October

Multi-tiered system of support: College Level 2

Essential Question: What options does a community college offer students?

Key Concepts: To gain knowledge of the college admissions process

Content Area Collaboration: <i>N/A</i>	Collaboration is done off campus with SUNY Orange, school counselors and AP.
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 1. Demonstrate critical thinking skills to make informed decisions B LS 7 Identify long and short-term academic, career and social/emotional goals
Resources: <i>What do you need to deliver the lesson?</i>	Organize buses for the trip. Meeting with SUNY Orange Director Student tour guide Financial Aid Personnel Q & A session area Instant Admissions area
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Collect student permission slips. 2. Gather applications and transcripts. 3. Tour the school. 4. Financial Aid Presentation 5. Moderate the Q & A session 6. Instant Admissions Process
Assessment:	On site admissions results Survey: Was this tour helpful? Would you recommend this tour to students? Do you have a post-high school plan?
Notes (Reflection on the lesson):	

Lesson Title: College and Financial Aid Night

Grade (s): 9th - 12th grades (900 or more)

Timeline: November

Multi-tiered system of support: College - Level 1

Essential Question: What college options are available for students?

Key Concepts: College options available and communication skills

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Collaboration with admissions representatives, financial aid officers and school counselors for an evening presentation.	
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success. B LS 1. Demonstrate critical thinking skills to make informed decisions. B LS 7. Identify long and short-term academic, career and social/emotional goals. B SS 1. Use effective oral and written communication skills and listening skills.	
Resources: <i>What do you need to deliver the lesson?</i>	SUNY Orange Financial Aid Representative College list for handout List of colleges registered and paid Receipt book College representatives List of questions for students	Counseling Team Refreshments for Reps Clicker app Gymnasium table and chairs
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Set up table and chairs for the college reps 2. Direct families to the auditorium at 6:00 3. Introduce presenters 4. Count number of attendees 5. Direct families to the gymnasium for the college fair at 7:00 6. Counselors circulate to answer questions	
Assessment:	Exit Ticket: 1. How many reps did you speak with? 2. Do you have a better understanding of the Financial Aid process? 3. Was this event helpful?	
Notes (Reflection on the lesson): Reminder* Event will now run from 6:00 to 8:30 at the request of the College Reps		

Lesson Title: Career Search

Grade (s): 10th grade

Timeline: Fall

Multi-tiered system of support: College - Level 1

Essential Question: What are some potential Career options that would be a good fit for you?

Key Concepts: To have students learn about different careers that would be of interest to them and work with their counselor to find electives that align with those interests

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Social Studies classes, school counselors
Mindset and Behavior Standards	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high quality results and outcomes. B LS 4. Apply self-motivation and self-direction to learning.
Resources: <i>What do you need to deliver the lesson?</i>	Naviance
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Make arrangements with the department chair for each class. 2. Select date, time, and counselor. 3. Tell students who you are, help them get into Naviance, complete the assessment and explain why we are doing it
Assessment:	Number of students with completed assessment and at least 1 career that they would be interested in
Notes (Reflection on the lesson): Discuss this during course selection and align electives	

Lesson Title: Senior Survey

Grade (s): 12th grade (all students)

Timeline: May

Multi-tiered system of support: College - Level 1

Essential Question: What post-secondary plans did students select?

Key Concepts: Career, life-long learning, setting goals

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	English 12 classes.
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 7. Identify long and short-term academic, career and social/emotional goals.
Resources: <i>What do you need to deliver the lesson?</i>	Google form survey Chromebooks
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Walk through process of completing the survey 2. Students answer questions
Assessment:	Spreadsheet of data of all students.
Notes (Reflection on the lesson): Add Excelsior Scholarship question to Senior Survey.	

Lesson Title: Lunch Group

Grade (s): 10th - 12th grades (STARS Students)

Timeline: September-June - Lunch period every day

Multi-tiered system of support: Social Emotional - Level 2

Essential Question: How do students maintain self-control?

Key Concepts: To discuss appropriate behaviors when faced with beliefs contrary to your own.

Content Area Collaboration:	Lunch groups are delivered in the counselor's office.
Mindset and Behavior Standards:	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B SS 2. Create positive and supportive relationships with other students B SS 3. Create relationships with adults that support success
Resources: <i>What do you need to deliver the lesson?</i>	Students referred to the group Talking stick Group rules
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Provide an icebreaker activity with the stick or a question of the day. 2. Group rules - everyone gets a turn, safe environment, etc. 3. What is concerning students today?
Assessment:	Students returning to the group each meeting time. Positive and appropriate Interaction with other adults in the STARS program. Students have better self-control. Fewer referrals.
Notes (Reflection on the lesson):	

Lesson Title: Senior Presentation

Grade (s): 12th grade

Timeline: September

Multi-tiered system of support: Academic - Level 1

Essential Question: What does life hold for you after Pine Bush High School?

Key Concepts: To provide students with information about Senior Year and the steps needed to navigate the post HS process.

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	School Counselors English
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success B LS 7. Identify long-and short-term academic, career and social/emotional goals.
Resources: <i>What do you need to deliver the lesson?</i>	Index cards Senior Packets with Color coded paper Outline of Senior presentation
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Schedule time with department chair 2. Introduce lesson 3. Distribute index cards for diploma 4. Review importance of senior year, graduation requirements, etc. 5. Review dates of SAT, ACT, College night, important dates, etc. 6. Discussion of college searches, visits 7. Review of college application process 8. Overview of financial aid process 9. Other non-college options; world of work, military, etc.
Assessment:	Individual Counselor Senior Meeting Graduation Checklist with Postsecondary Plan.
Notes (Reflection on the lesson):	

Lesson Title: Learning Styles

Grade (s): 9th graders

Timeline: November - December

Multi-tiered system of support: Academic - Level 2

Essential Question: How do Students use their learning styles to improve their learning and study skills?

Key Concepts: To provide students the tools needed to adjust their study skills and recognize their learning styles.

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	Social Studies
Mindset and Behavior Standards:	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes B LS 3. Use time management, organization and study skills
Resources: <i>What do you need to deliver the lesson?</i>	1. Learning style packet 2. Chromebooks for all students 3. Highlighters, colored pens and pencils
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	1. Introduce student to concept of learning styles 2. Distribute learning style packet 3. Students log in to Educationplanner.org 4. Complete learning style assessment 5. Students record learning style in packet and in Google classroom 6. Review strategies for Visual, Auditory and Tactile learners
Assessment:	Learning Style Inventory Pre - Test and - Q1 ELA Post Test- Better Grade - overall grade increase - Q2 ELA
Notes (Reflection on the lesson):	

Lesson Title: Classroom Course Selection

Grade (s): 9th, 10th, and 11th Grades

Timeline: December-April

Multi-tiered system of support: Academic - Level 1 and Level 3

Essential Question: How does course selection relate to career interests and graduation requirements?

Key Concepts: To provide students the tools needed for lifelong learning.

Content Area Collaboration: <i>Identify the academic area where the lesson will be delivered</i>	School counselors and Social Studies.
Mindset and Behavior Standards:	M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
Resources: <i>What do you need to deliver the lesson?</i>	Google Classroom by grade level
Lesson Procedure: <i>Describe the steps to deliver the lesson. What will all students experience in this lesson?</i>	Review the requirements for graduation from a New York State high school. Take the graduation requirements and leave each subject blank. Have each student complete how many credits they need for each subject to meet graduation requirements. Enter course selection data into SchoolTool
Assessment:	Graduation requirement Survey Final Schedules
Notes (Reflection on the lesson):	

School Counseling Delivery Accountability

9th - 12th Grade

DASA Presentation: School counselors created a presentation using Powtoon to incorporate into the student training.

This is the link to the presentation: <https://www.youtube.com/watch?v=0FaWi9Q97I8&rel=0>.

Each counselor did their perspective grade during homeroom and prepped each classroom about DASA and bullying. The Powtoon and a PSA video from Burger King were shown to each class. After viewing the videos, asked the class what was memorable, and provided them with the people including their school counselor that they can talk to. School counselors followed up with homeroom teachers to see if there were students that needed support.

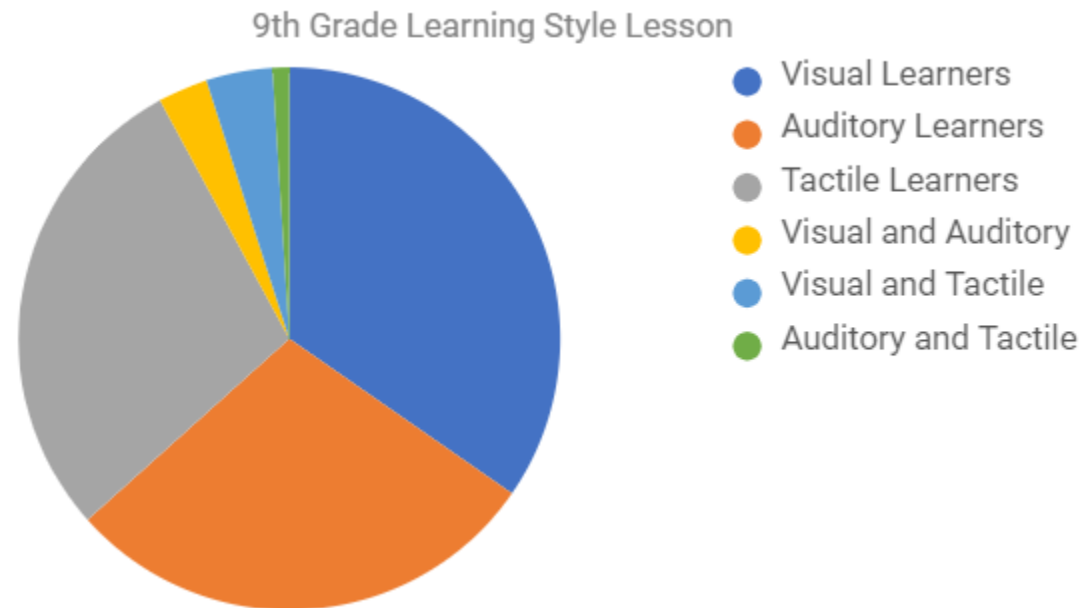
Changes for next year:

- work with teachers to include a lesson on bullying
- have written copies premade for handouts
- exit ticket - What did you know about DASA before presentation?
 - What do you know about DASA now?



DASA

9th Grade Learning Styles Lesson: Counselors pushed into the 9th grade Social Studies classes to deliver a lesson on Learning Styles. Freshmen learned about three different learning styles -- visual, auditory and tactile. They took a learning style inventory to determine their individual learning styles. Students were then grouped with like learners and were presented with and discussed learning style strategies to use in the future, particularly in English classes.



High School Counseling Fair – Counselors recorded **343 attendees**. We also processed **54 Parent Portal** requests. Although there were not very many surveys completed, every single one of them was complimentary and the general feedback for the evening was very positive.

COUNSELING FAIR

School Counselors, School Social Workers and
School Psychologists are hosting a
Counseling Fair during PBHS Open House on
Wednesday, October 4th at 6:30pm in the PBHS
Library

SAT vs. ACT
WHAT'S THE DIFFERENCE?

mental health

NCAA

TEST TIPS

Graduation Requirements

Test Anxiety

college ready

Appendix A

Mindset and Behavior Standards

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

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

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

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social 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 informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix B

School Counselor Competencies

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



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

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