

Victor Central School District

Student Support Plan

This document was created in accordance with the
American School Counselor Association (ASCA)
“Mindsets & Behaviors for Student Success:
K-12 College and Career Readiness Standards for Every Student”
June 2019

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VICTOR CENTRAL SCHOOL DISTRICT

The Board of Education and staff of Victor Central School District are committed to providing a strong foundation for the children of our community. A foundation rich in educational resources will nurture our children as they strive to become tomorrow's leaders. Our schools offer a broad spectrum of programming for students in grades pre-kindergarten through twelve. Based on the New York State learning standards, the curriculum in the Victor schools is designed to introduce as well as reinforce concepts for success in the classroom and for life after the Victor schools.

By providing a variety of instructional styles and placement options, Victor schools focus on meeting the unique needs of each student.

As each child strives toward the attainment of his/her individual potential, our staff is available to provide encouragement and support. Along the way, students are prepared to set and meet high standards while gaining the knowledge and personal characteristics needed to become productive citizens.

Vision

Victor Central Schools will be a high performing learning organization where all children and adults thrive.

Mission

To Teach, To Learn, To Support, To Improve, To Achieve!

Our vision recognizes that our community's greatest asset is its children. To serve our children well, we are committed to these five principles that must guide all our thoughts and actions.

District Goals

- Goal 1: The Victor Central School District will improve student academic achievement and performance for every student.
- Goal 2: The Victor Central School District will continue to promote equity and excellence in educational programming for every student.
- Goal 3: The Victor Central School District will promote the social, emotional and physical development of every student.
- Goal 4: The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

K-12 Commencement Standards - World-Ready Graduates

Effective Communicators

- Read, write, listen and speak purposefully and critically in a variety of situations.
- Communicate in multiple ways including through the arts.
- Understand and be able to perform in a variety of group settings and diverse populations.
- Work collaboratively as an effective member of a team.

Quality Producers

- Produce relevant, innovative, high quality products that reflect originality and excellence.
- Prioritize, plan, and manage for optimum results.

Complex Thinkers

- Identify problems and use effective strategies to reach solutions.
- Use critical and creative thinking strategies and skills in a variety of situations.
- Take risks when tackling challenging problems.

Life-Long Learners

- Develop and apply effective study skills.
- Use state-of-art technology and communication networks to access, manage, integrate, evaluate, and create information in order to function in a global society.
- Modify and/or influence thinking, attitudes and/or behaviors to function in a multi-cultural society.
- Be driven by curiosity and a desire to know.

VCS Values Student Academic Achievement

Students attending the Victor Central School District are highly engaged in an environment that aligns authentic learning to core academic standards while simultaneously developing character and citizenship. Building on their natural curiosity and learning styles, our students will emerge as creative, collaborative, critical thinkers who can communicate effectively and persevere in a continuously and rapidly changing world in order to meet their individual potential.

VCS Values Student Social, Emotional, and Physical Well-being

In our community, a student's social, emotional and physical well-being is as important as their academic success. We believe that students reflecting on their experiences will foster the growth necessary to become responsible decision makers. As a community of students, parents, and educators, we work to foster a safe and accepting environment where students experience a sense of belonging and self-worth, treating others with civility, respect, and kindness.

Victor Central School District
Student Support Staff and Instructional Administration

School Counselors

ECS - Emily Schosek
VPS - Kara Kupinski
VIS - Katie Carrozzi
VIS - Dave Rodrick
VIS - Gina Sanzotta
VJHS - Nikki Ryan
VJHS - Nick Sculli
VJHS - Amy Noye

VSHS - Mary Banaszak
VSHS - Travis Hooper
VSHS - Geoff Mandile
VSHS - Heidi Nelson
VSHS - Moira Platzer

School Psychologists

ECS - Kirra Guard
ECS - Scott Miller
VPS - Julie Braniecki
VPS - Tania Zazulak-Angelini
VIS - Anne Clark
VIS - Staci Thibodeau

VJHS - Hannah Knight
VJHS - Tara Hopson

VSHS - Leah Daniels-Farren
VJHS - Kate Mandile
VCSD - Amanda Tripp

Social Worker

VCSD - John Ryan

College and Career Center Staff

VSHS-Cindy Mereness
VSHS-Heather Zollo

District Administrators

District Superintendent - Dawn Santiago-Marullo
Associate Superintendent - Kristin Swann
Director of Educational and Support Services - Veronica Puglisi
Interim Director of Special Programs and Compliance - Sheila McCarthy

Building Principals

ECS - Dorothy Di'Angelo
VPS - Jennifer Check
VIS - Kevin Swartz
VJHS - Brian Gee
VSHS - Brian Siesto

Assistant Principals

ECS - Melissa Goho
VPS - Leah Kedley
VIS - Michele Maloney
VJHS - David Thering
VSHS - Carrie Goodell, Amy Shannon, Karl Dubash

Advisory Council

Victor Central Schools Curriculum Council is a shared decision making team that will serve as the Advisory Council for the Student Support Plan. The council will:

- Review counseling program goals, competencies and results
- Participate in making recommendations to counseling department, principals and superintendent
- Provide a forum for open dialogue between schools and community
- Provide information on community and parental expectations for the counseling program
- Act as a resource and support for the program

MEMBERSHIP:

1 Chairperson.....Associate Superintendent of Educational Services
2 Victor Administrator and Supervisor Association (VASA) Members as selected by VASA
10 Victor Teacher Association (VTA) Members..... Two from each building, as selected by VTA
4 Parents as selected by the Parent Representative Nominating Committee
2 Students as selected by the Senior High Student Council

19 Members + Superintendent (ex-officio member)

Length of Service: 2 years (staggered expiration of terms); it is suggested to all constituent groups that service be limited to two consecutive terms

Student Support Program

Mission Statement

The mission of the Victor Central School District Student Support Program is to advocate and support students in Pre-K through Grade 12 in the areas of academic excellence, personal/social growth, and career readiness. The Student Support Teams work in concert with parents, educators, and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of a global society.

We believe...

... that all students:

- Are valued as individuals who possess unique abilities.
- Deserve equal opportunity for learning.
- Have an individualized path of success and achievement which evolves over time.

... that effective student support personnel:

- Maintain an open and positive perspective about students.
- Advocate for student needs.
- Assist to provide a safe environment for students.
- Collaborate with students, teachers, parents, administrators, and outside service providers.

... that our comprehensive student support program:

- Addresses the social, emotional, academic, and character development of our students.
- Recognizes the diversity of our student population.
- Assists in the development of resiliency, courage, coping, problem solving and collaborative skills in our students.
- Uses data to assist with determining individual student needs and goals, monitor and celebrate progress and growth.
- Supports student transitions throughout their school experience and post-secondary plans.
- Values collaboration with colleagues and partnerships with community agencies and resources.

Goals

This comprehensive developmental Student Support Plan has been designed, in coordination with our school psychologists, social worker, and administration, to:

- prepare students to participate effectively in their current and future educational programs,
- provide information related to college and careers,
- assist students who may exhibit challenges to academic success including, but not limited to, attendance or behavioral concerns,
- make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports, where appropriate.

School Counselors will:

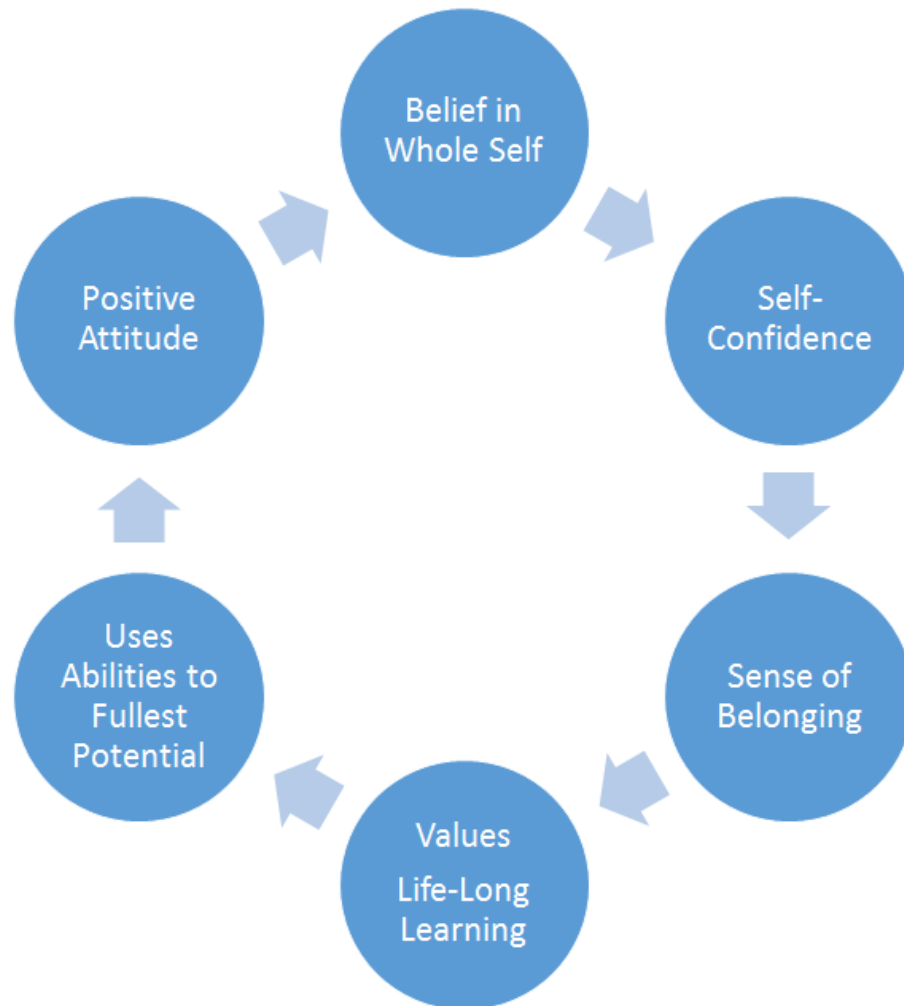
- provide direct student services as necessary such as crisis response, group counseling, and assisting students who exhibit attendance, academic, behavioral or adjustment concerns while encouraging parental involvement,
- provide referrals to appropriate licensed professionals as needed,
- provide an Annual Individual Progress Review plan for students in grades 6-12 which shall reflect each student's educational progress and career plans.

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

ASCA Category 1: Mindset Standards

School Counselors encourage the following mindsets for all students:

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



**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 post-secondary 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/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	

The School Counselor and Comprehensive School Counseling Programs *(Adopted 1988; revised 2017)*

Counselors design and deliver comprehensive school counseling programs that improve a range of student learning and behavioral outcomes (Carey & Dimmitt, 2012). These programs are comprehensive in scope, preventative in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2012a) outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

The Rationale

A comprehensive school counseling program is an integral component of the school’s mission. Comprehensive school counseling programs, driven by student data and based on the ASCA National Model:

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

Effective school counseling programs are a collaborative effort between the school counselor, families, community stakeholders and other educators to create an environment resulting in a positive impact on student achievement. Education professionals, including school counselors, value and respond to the diversity and individual differences in our societies and communities in culturally sensitive and responsive ways.

Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for *all* students to participate fully in the educational process.

The School Counselor’s Role

School Counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, ASCA recommends a student-to-school-counselor ratio of 250:1. Although ratios vary across states, school districts and even grade levels, the growing body of research as summarized by Carey and Martin (2015) supports that implementation of comprehensive school counseling programs positively affects outcome data (e.g., student achievement and discipline referrals) at all grade levels.

ASCA also recommends that school counselors spend 80 percent or more of their time in direct and indirect services to students. These direct and indirect activities should come from the ASCA National Model rather than inappropriate duties assigned to school counselors as listed in the ASCA National Model Executive Summary (2012b).

The 20 percent or less of the school counselor's time should be focused on program and management planning including:

- Developing an annual plan
- Results reports and data projects
- School counseling program assessment
- Other activities as determined by the school counselor and administrator when developing the annual plan

Duties that fall outside of the school counselor framework as described in the ASCA National Model should be limited and performed by other school staff to support a school's smooth operation and allow school counselors to continue to focus on students' academic, career and social/emotional needs. Fair-share responsibilities should not preclude implementing and managing a comprehensive school counseling program.

School Counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate.

The framework of a comprehensive school counseling program consists of the following four components:

- Foundation
- Management
- Delivery
- Accountability

Foundation

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies (ASCA 2012c).

Program Focus: Developing personal beliefs, a vision statement and a mission statement with program goals measuring the vision and mission statements.

Student Standards: Effective school counseling programs look at three developmental domains for students as well as state and district initiatives. These three domains include:

- Academic
- Career
- Social/emotional

Professional Competencies: The school counselor competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the profession's rigorous demands. See the ASCA Ethical Standards for School Counselors for specific information to guide school counselors' decision making and standardize professional practices.



Management

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. See the ASCA National Model (2012) for more detailed information. Assessments and tools include:

- School counselor competency and school counseling program assessments
- Use-of-time assessments
- Annual agreements
- Advisory councils
- Use of data to measure the program as well as to promote systemic change
- Curriculum, small group and closing-the-gap action plans
- Annual and weekly calendars

School counselors deliver a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders.

The ASCA National Model (2012) and the ASCA National Model Implementation Guide (2016) have specific details and examples about each of the following areas: Direct Services With Students Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- School counselor competency and school counseling program assessments
- Use-of-time assessments
- Annual agreements
- Advisory councils
- Use of data to measure the program
- School counseling core curriculum
- Responsive services
- Individual student planning

Indirect Services for Students

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 families, teachers, other educators and community organizations
- Other activities that fall in line with the appropriate duties of a school counselor as detailed in this statement and in the ASCA National Model (2012)

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:

- Analyze school and school counseling program data to determine if students are different as a result of the school counseling program
- Use data to show the impact of the school counseling program on student achievement, attendance and behavior
- Analyze school counseling program assessments to guide future action and improve future results for all students. The school counselor's performance is evaluated on basic standards of practice

expected of school counselors implementing a comprehensive school counseling program. There are three sections within this component, and each section has various tools for analysis.

- These sections and tools as listed in the ASCA National Model (2012) are:
 - Data analysis: school data profile analysis and use-of-time analysis
 - Program results: curriculum results report, small-group results report, closing-the-gap results report
 - Evaluation and improvement: four components
 - Self-analysis of the school counselor's strengths
 - Self-analysis of the school counseling program's strengths
 - Evaluation of the school counselor's performance by administration using the school counselor performance appraisal
 - Review of the program goals created at the beginning of the school year

Trish Hatch (2014) discussed intentional guidance as “a deliberate act by a school counselor to guide, lead, direct or provide purposeful interventions for students in need academically, personally or socially” (p. 37).

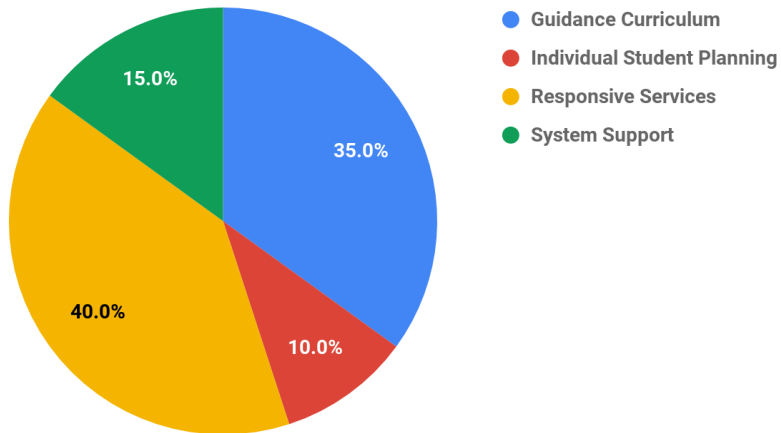
Becoming proficient at using data will help school counselors efficiently serve their students and have intentional guidance or counseling services. School counselors deliver comprehensive school counseling programs supporting and promoting student achievement and standardizing the measurement of program effectiveness.

As outlined in the ASCA National Model (2012), these programs include a systematic and planned program delivery involving all students and enhancing the learning process. The comprehensive school counseling program is supported by appropriate resources and implemented by a credentialed school counselor. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

Counselor Recommended Time Allotments

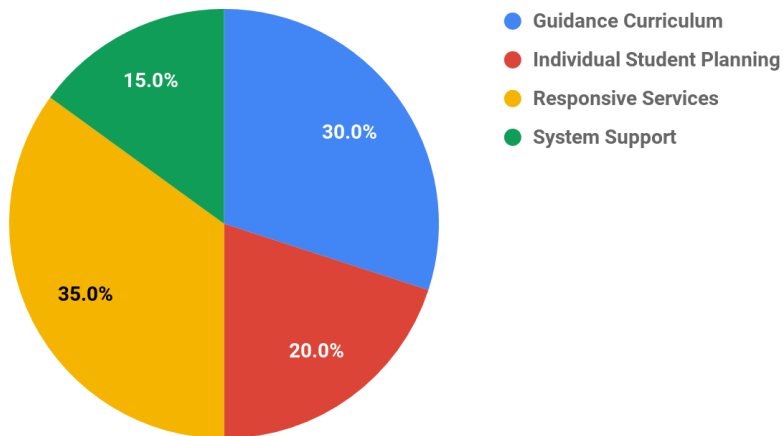
Elementary

Recommended



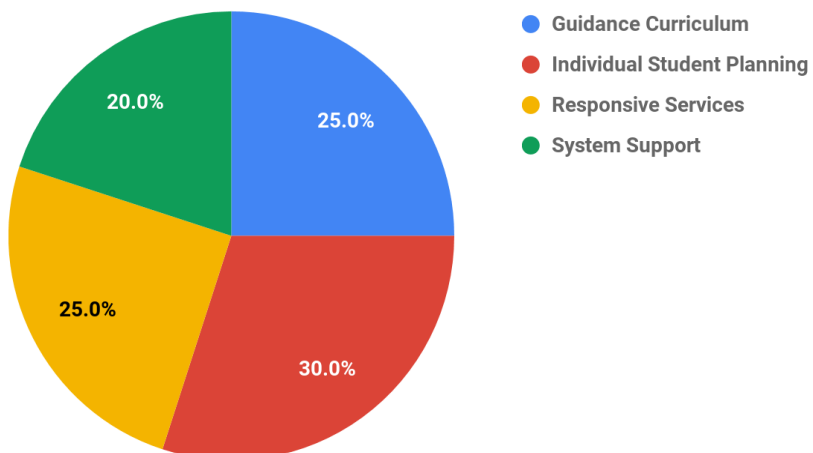
Middle/Jr. High

Recommended



Senior High School

Recommended



EARLY CHILDHOOD SCHOOL

Why Elementary School Counselors?

The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/emotional skills in response to issues they face.

Elementary school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

EARLY CHILDHOOD SCHOOL STUDENT SUPPORT SERVICE CATEGORIES

Direct Student Services

- School Counseling Core Curriculum
 - Refers to providing developmental curriculum content in systematic ways to all students using the ASCA Mindsets & Behaviors for Students Success Standards
- Individual Planning
 - Refers to assisting students in developing education, career and personal plans.
- Responsive Services
 - Addresses the immediate concerns of students.

Indirect Student Services

- Referrals, Collaboration, Consultation
 - Refers to interacting with others to provide support for student achievement.

Program Planning and School Support

- Foundation, Management, Accountability
 - Refers to planning and evaluating the school counseling program and school support activities. Working on creating new programs or adapting our program.

SCOPE AND SEQUENCE OF SUPPORTS FOR VICTOR EARLY CHILDHOOD SCHOOL STUDENTS

	Direct Student Services			Indirect Student Services	Program Planning and School Support
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, Accountability
Ongoing Services		-Building level individual and group counseling -Participation in the development of academic and behavior intervention plans (IEPs, 504s)	-Crisis counseling support -Therapeutic Crisis Intervention -Child Protective Services	-Colleague Consultations -RTI Meetings -Team Meetings -Parent Meetings -SPOA Meetings -PPS Meetings -Collaboration with outside providers -Community resource networking	-K-12 Counselor Meetings -Early Childhood Psychologist/Counselor Meetings -Building Council Sub-Committee -Evaluate current needs and effectiveness of services -Consent mailings -Scheduling groups and classroom lessons
Aug.					-K-6 Counselor Meeting -Curriculum Review -Resource Vetting -Lesson Planning
Sept.	-1st Grade Classroom Lesson			-Staffings -Skill Group Referrals	
Oct.	-Kindergarten Classroom Lesson -Red Ribbon Week			-Primary Project Reviews -Open House	CGP Leadership Team Meeting -K-12 PPS Meeting -K-6 Counselor Meeting
Nov.	-1st Grade Classroom Lesson -Friendship Fun Day #1			Parent/Teacher Conferences	
Dec.	-Kindergarten Classroom Lesson			Parent/Teacher Conferences -Skill Group Referrals	-K-12 PPS Meeting -Lesson Planning
Jan.	-1st Grade Classroom Lesson -Friendship Fun Day #2				-K-6 Counselor Meeting CGP Leadership Team Meeting

Feb.	-Kindergarten Classroom Lesson			Primary Project Reviews	-K-12 Counselor Meeting
March	-1st Grade Classroom Lesson -Friendship Fun Day #3	-Placement discussions begin		Parent/Teacher Conferences -Skill Group Referrals	-K-12 Counselor Meeting
April	-Kindergarten Classroom Lesson -Friendship Fun Day #4			Kindergarten Orientation Night	CGP Leadership Team Meeting -K-12 PPS Meeting -K-6 Counselor Meeting
May	-1st Grade Classroom Lesson -Friendship Fun Day #5	-Placement meeting		Primary Project End of Year Reviews	Presentation to Curriculum Council
June				Primary Project End of Year Reviews	K-12 Counselor Meeting
July					Curriculum Review, Resource Vetting, Lesson Planning

TIER 1**CLASSROOM LESSON: BIG DEAL LITTLE DEAL**

LEARNING OBJECTIVES	Students will be able to identify what problems are “little deals” versus “big deals”.
TARGET GROUP	Kindergarten & 1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes, September & October
MATERIALS & RESOURCES	Big Deal Little Deal lesson plan Big Deal and Little Deal Visuals Problem cards Big Deal Little Deal parent letter
ASCA MINDSETS & BEHAVIORS	SMS-7

CLASSROOM LESSON: CALMING STRATEGIES

LEARNING OBJECTIVES	Students will be able to appropriately demonstrate the use of two calming strategies.
TARGET GROUP	Kindergarten & 1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes
MATERIALS & RESOURCES	Calming Strategies lesson plan Calming Strategies parent letter Calming Strategies visuals
ASCA MINDSETS & BEHAVIORS	SMS-7

CLASSROOM LESSON: SELF-CONTROL

LEARNING OBJECTIVES	Students will demonstrate the ability to utilize self-control with a bubble activity. Students will learn a stoplight strategy to maintain self-control and apply this to a hypothetical classroom situation.
TARGET GROUP	Kindergarten & 1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes
MATERIALS & RESOURCES	Self-Control lesson plan Bubbles Self-Control parent letter Self-Control stoplight visual

ASCA MINDSETS & BEHAVIORS	SMS2
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CLASSROOM LESSON: PROBLEM SOLVING

LEARNING OBJECTIVES	Students will learn basic problem solving tools to utilize when faced with a peer conflict.
TARGET GROUP	1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes
MATERIALS & RESOURCES	Problem solving lesson plan Problem solving parent letter Problem solving visual Toolbox with problem solving props
ASCA MINDSETS & BEHAVIORS	SS2, SS8

CLASSROOM LESSON: PERSONAL SPACE

LEARNING OBJECTIVES	Students will be able to identify the amount of personal space appropriate for certain situations. Students will practice using appropriate personal space in the classroom.
TARGET GROUP	K & 1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes
MATERIALS & RESOURCES	Personal space lesson plan Hula hoop Personal space parent letter
ASCA MINDSETS & BEHAVIORS	SS2, SS9, SMS2

CLASSROOM LESSON: THINK IT VS. SAY IT

LEARNING OBJECTIVES	Students will be able to identify which statements are “think its” and which are “say its”.
TARGET GROUP	Kindergarten
STAFF ASSIGNED	ECS School Counselor
TIME	20 Minutes
MATERIALS & RESOURCES	Think it/Say it Lesson Plan Think it/Say it Visual

	Think it/Say it Statements Think it/Say it Parent Letter
ASCA MINDSETS & BEHAVIORS	SMS2

CLASSROOM LESSON: RESPECT

LEARNING OBJECTIVES	Students will learn what respect looks like and sounds like in the school setting.
TARGET GROUP	1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	30 minutes
MATERIALS & RESOURCES	“Manners at School” by Carrie Finn Respect lesson plan Chart paper Marker Visuals of school scenes
ASCA MINDSETS & BEHAVIORS	SS2, SS3, SS6, SS7, SS9

CLASSROOM LESSON: FRIENDSHIP & FOLLOWING

LEARNING OBJECTIVES	Students will learn that being a good friend means helping someone be their “best self”. They will be introduced to the idea of peer pressure and learn two strategies when faced with these situations; ignoring and saying “no”.
TARGET GROUP	Kindergarten
STAFF ASSIGNED	ECS School Counselor
TIME	30 minutes
MATERIALS & RESOURCES	“Hunter’s Best Friend at School” by Laura Malone Elliott Friendship & Following lesson plan Interactive Modeling (Responsive Classroom)
ASCA MINDSETS & BEHAVIORS	SMS2, SMS7, SS2, SS5, SS8, SS9

CLASSROOM LESSON: TRANSITION TO PRIMARY

LEARNING OBJECTIVES	Students will identify their feelings related to transitioning to the Primary school in the fall. Students will learn and practice coping skills to employ when faced with their emotions.
TARGET GROUP	1st Grade
STAFF ASSIGNED	ECS School Counselor
TIME	30 minutes

MATERIALS & RESOURCES	Transition to Primary lesson plan Inside Out visuals Coping Skills visuals Interactive Modeling (Responsive Classroom)
ASCA MINDSETS & BEHAVIORS	SMS7, SMS10

FRIENDSHIP FUN DAY EVENTS

LEARNING OBJECTIVES	Students will learn a social skill and practice it with playing with new peers from their grade level.
TARGET GROUP	All students
STAFF ASSIGNED	ECS School Counselor, Classroom Teachers
TIME	Bi-monthly, 45 minutes
RESOURCES	Event Plan
ASCA MINDSETS & BEHAVIORS	SS2, SS3, SS7

RED RIBBON WEEK

LEARNING OBJECTIVES	Students will participate in themed days organized by the counselors to acknowledge and learn about the importance of self-confidence.
TARGET GROUP	All students
STAFF ASSIGNED	School Counselor
TIME	Week in October
RESOURCES	Event Plan Read Aloud for K & 1 Theme Days
ASCA MINDSETS & BEHAVIORS	SS2, SS3, SS8

SAFETY LESSONS

LEARNING OBJECTIVES	Students will learn about safe adults versus strangers, good secrets versus hurtful secrets, and acceptable touches versus hurtful touches.
TARGET GROUP	All students
STAFF ASSIGNED	K & 1st Grade Teachers
TIME	May & June
RESOURCES	Safety Lesson Plans Safe Side Video

ASCA MINDSETS & BEHAVIORS	SMS9
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COMMUNITY HELPERS LESSON

LEARNING OBJECTIVES	Kindergarten students will be exposed to careers via the community helpers unit.
TARGET GROUP	Kindergarten
STAFF ASSIGNED	Kindergarten teachers
TIME	May/June
RESOURCES	Community curriculum
ASCA MINDSETS & BEHAVIORS	LS7

TIER 2

YEAR-LONG GROUP COUNSELING

LEARNING OBJECTIVES	Students will develop skills related to the mindsets and behaviors that enhance student learning strategies, self-management skills and/or social skills.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	School Counselor, School Psychologist
TIME	1x/4 day cycle, 20 minutes
MATERIALS & RESOURCES	ECS Counseling Scope and Sequence Lesson Plans
ASCA MINDSETS & BEHAVIORS	LS1-10, SMS1-10, SS1-9

SCHOOL READINESS SKILLS GROUP

LEARNING OBJECTIVES	Students will develop skills necessary to be successful in the school environment (i.e, whole body listening, following directions, not interrupting, voice volume, personal space).
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS & RESOURCES	Lesson Plans

ASCA MINDSETS & BEHAVIORS	SMS1, SMS2, SMS3, SMS10, SS1, SS2, SS3, SS6, SS8, SS9
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EMOTIONAL REGULATION/COPING SKILLS GROUP

LEARNING OBJECTIVES	Students will learn to identify feelings, understand personal triggers, differentiate between “big deal” and “little deal”, and practice a series of coping skills to apply independently.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS & RESOURCES	Lesson Plans
ASCA MINDSETS & BEHAVIORS	LS1, SMS6, SMS7, SMS10, SS2, SS3, SS8, SS9

FRIENDSHIP SKILLS GROUP

LEARNING OBJECTIVES	Students will be empowered to create positive relationships with peers by learning how to read others, demonstrate empathy, play fairly, filter their thoughts/comments, and solve conflicts with friends.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS & RESOURCES	Lesson Plans
ASCA MINDSETS & BEHAVIORS	SMS1, SMS2, SMS7, SS1, SS2, SS4, SS6, SS7, SS8, SS9

SELF-CONTROL SKILLS GROUP

LEARNING OBJECTIVES	Students will understand the need for self-control, connect consequences with choices, learn to accept responsibility for actions, learn strategies to maintain self-control, and use self-control in conversation by staying kind and not interrupting.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS &	Lesson Plans

RESOURCES	
ASCA MINDSETS & BEHAVIORS	SMS1, SMS2, SMS4, SMS7, SMS9, SMS10, SS2, SS9

PROBLEM SOLVING SKILLS GROUP

LEARNING OBJECTIVES	Students will develop skills to handle conflicts with peers. Students will learn what conflicts would be considered a “big deal” versus a “little deal”, practice taking the perspective of others, and learn strategies to resolve problems independently.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS & RESOURCES	Lesson Plans
ASCA MINDSETS & BEHAVIORS	SMS1, SMS7, SS2, SS5, SS6, SS7, SS8, SS9

RESPECT & RESPONSIBILITY SKILLS GROUP

LEARNING OBJECTIVES	Students will understand the importance of demonstrating respect and responsibility, learn what respect looks like and sounds like when working with adults and peers, connect consequences with choices and learn to accept responsibility for actions.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions
MATERIALS & RESOURCES	Lesson Plans
ASCA MINDSETS & BEHAVIORS	SMS1, SMS2, SS1, SS2, SS3, SS5, SS9

BANANA SPLITS GROUP

LEARNING OBJECTIVES	Students will identify feelings related to parents’ divorce/separation, understand that all families are different, and that divorce/separation is not their fault.
TARGET GROUP	K & 1st Grade Students, as needed
STAFF ASSIGNED	ECS School Counselor
TIME	1x/4 Day Cycle, 20 minutes, 8 sessions

MATERIALS & RESOURCES	Banana Splits program lesson plans Dinosaurs Divorce: A Guide for Changing Families by Marc Brown Was It the Chocolate Pudding?: A Story For Little Kids About Divorce by Sandra Levins
ASCA MINDSETS & BEHAVIORS	SS2, SS3, SMS7, SMS8, SMS10

TIER 3

INDIVIDUAL COUNSELING

LEARNING OBJECTIVES	Students will develop skills related to the mindsets and behaviors that enhance student learning strategies, self-management skills and/or social skills.
TARGET GROUP	K & 1st Students, as needed
STAFF ASSIGNED	School Counselors, School Psychologist
TIME	20 minutes (scheduled); as needed
RESOURCES	N/A
ASCA MINDSETS & BEHAVIORS	LS1-10, SMS1-10, SS1-9

CRISIS INTERVENTION

DESCRIPTION	Student will learn effective coping skills for calming down when in emotional distress.
TARGET GROUP	K & 1st grade students, as needed
STAFF ASSIGNED	School Counselors, School Psychologist, Administration, TCIS Trained Staff
TIME	As needed
RESOURCES	Therapeutic Crisis Intervention for Schools
ASCA MINDSETS & BEHAVIORS	SMS7, SMS9, SMS10, SS3, SS9

CONFLICT RESOLUTION/MEDIATION

LEARNING OUTCOMES	Students will learn conflict resolution, social skills, cooperative skills and understand other students' perspectives. They will also demonstrate empathy toward others.
TARGET GROUP	K & 1st
STAFF ASSIGNED	School Counselors, School Psychologists, Administrators
TIME	As needed

MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SMS1, SMS2, SMS7, SS1, SS2, SS4, SS6, SS8, SS9

INDIRECT STUDENT SERVICES

TEAM MEETINGS

DESCRIPTION	When a student concerns arises, relevant staff will meet to discuss recent events
STAFF ASSIGNED	Counselors, Psychologists, Teachers, Administrators, Service Providers
TIME	1x/Week

COLLEAGUE CONSULTATION MEETINGS

DESCRIPTION	A team of staff will collaborate to problem-solve, brainstorm, and implement various strategies/interventions, collect data and assess efficacy to meet the needs of individual students who are struggling academically and/or behaviorally.
STAFF ASSIGNED	Counselor, Administrators, Teachers, Service providers
TIME	2x/Month (per grade level)

RESPONSE TO INTERVENTION MEETINGS

DESCRIPTION	A team of staff will collaborate to evaluate the effectiveness of current interventions to determine the need for additional services and supports.
STAFF ASSIGNED	Counselors, Psychologists, Administrators, Teachers, Service providers
TIME	As needed

SINGLE POINT OF ACCESS (SPOA) MEETINGS

DESCRIPTION	Team of school staff and agency members meet to match individuals with supportive services and agencies
STAFF ASSIGNED	School Counselors, School Psychologist
TIME	As Needed

PARENT MEETINGS

DESCRIPTION	Staff will meet with parents/guardians to discuss student progress/concerns.
STAFF ASSIGNED	Counselors, Teachers, Psychologists, Administrators, Service Providers

TIME	2x/year scheduled conferences and as needed
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COMMUNITY RESOURCE NETWORKING

DESCRIPTION	Collaborate with community resources such as the Victor-Farmington Food Cupboard, churches, and Salvation Army to provide support to families in need
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

BUILDING COUNCIL SUB-COMMITTEE

DESCRIPTION	Counselor will collaborate with a team of staff to develop community building opportunities for students and staff within the Early Childhood School.
STAFF ASSIGNED	School Counselor, Teachers, Administrators, Psychologist
TIME	1x/Month, 30 minutes

COUNSELOR/PSYCHOLOGIST DEPARTMENT MEETINGS

DESCRIPTION	Counselors and psychologists will meet to discuss best practice, professional development and social, emotional, and academic supports for students.
STAFF ASSIGNED	Counselors, Psychologists
TIME	1x/Month (K-12), Every other month (K-6), Weekly (K-2)

COMPREHENSIVE GUIDANCE PLAN LEADERSHIP TEAM MEETING

DESCRIPTION	Leadership team will meet to develop and revisit the Comprehensive Guidance Plan.
STAFF ASSIGNED	Counselors, Psychologists, Administrators
TIME	3x/Year

PPS MEETINGS

DESCRIPTION	PPS staff meet regularly to discuss building-wide initiatives, concerns, and individual student programming and supports.
STAFF ASSIGNED	Counselors, Psychologists, Administrators
TIME	2x/Month

PLACEMENT MEETINGS

DESCRIPTION	Placement team will work together to effectively place students with a teacher for the following school year.
STAFF ASSIGNED	Administrators, Teachers, Service Providers

TIME	May & June
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SKILLS GROUP REFERRALS

DESCRIPTION	Counselor will facilitate the referral process for students requiring tier 2 skill building counseling groups.
STAFF ASSIGNED	School Counselor, Teachers
TIME	2 weeks

PRIMARY PROJECT REVIEWS

DESCRIPTION	Counselor and Child Associate meet with teachers to review TCRS and discuss appropriate supports (Primary Project or Counseling) for students in need.
STAFF ASSIGNED	Counselor, Child Associate, Teachers
TIME	October, February, June

OPEN HOUSE

DESCRIPTION	Parents will meet teachers and service providers and will have an opportunity to have a clear picture of their child's school experience.
STAFF ASSIGNED	Administrators, Teachers, Service Providers
TIME	October, 1.5 hours

KINDERGARTEN ORIENTATION

DESCRIPTION	Parents and incoming Kindergarten students will have an opportunity to visit the Early Childhood Building to familiarize themselves with the building and the expectations of school.
STAFF ASSIGNED	Administrators, Teachers, Service Providers
TIME	April, 2 hours

VICTOR PRIMARY SCHOOL

Why Elementary School Counselors?

The elementary school years set the foundation for developing the knowledge, attitudes, and skills necessary for children to become healthy, competent, and confident learners. Elementary school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents, and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities, and develop social/emotional skills in response to issues they face.

Elementary school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

PRIMARY SCHOOL STUDENT SUPPORT SERVICE CATEGORIES

Direct Student Services

- School Counseling Core Curriculum
 - Refers to providing developmental curriculum content in systematic ways to all students using the ASCA Mindsets & Behaviors for Students Success Standards
- Individual Planning
 - Refers to assisting students in developing education, career and personal plans.
- Responsive Services
 - Addresses the immediate concerns of students.

Indirect Student Services

- Referrals, Collaboration, Consultation
 - Refers to interacting with others to provide support for student achievement.

Program Planning and School Support

- Foundation, Management, Accountability
 - Refers to planning and evaluating the school counseling program and school support activities. Working on creating new programs or adapting our program

SCOPE AND SEQUENCE OF SUPPORTS FOR VICTOR PRIMARY SCHOOL STUDENTS

	Direct Student Services			Indirect Student Services	Program Planning and School Support
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, Accountability
Ongoing Services	-Positively primary messages/motto	-Individual, Group, and IEP Counseling -Skills groups -Intake meetings	-Crisis Counseling -CPS interviews	-Colleague Consultation meetings -Response to Intervention Meetings -Parent Meetings -Teacher meetings -Professional Learning Communities - Committee for Special Education meetings - PPS meetings -Collaboration with outside service providers -Community resource networking	-Counselor meetings - Grade level meetings -Evaluate current needs and effectiveness of services -Counselor/Psych meetings -K-3 Counselor/psych Meetings -K-12 Guidance Meetings -Lesson Planning -Consent mailings - Scheduling groups/classroom lessons
July/Aug.					K-6 Counselor meetings Curriculum Review Lesson Planning Resource Vetting
Sept.	Zones of Regulation introduction classroom lessons		Classroom lessons	Meet and Greet night	
Oct.	Coping skill Classroom lessons,		Classroom lessons		CGP Leadership meeting

	Red Ribbon Week				K-12 PPS meetings K-6 Counselor Meetings
Nov.	Coping skills classroom lessons		Classroom lessons	Parent/Teacher Conferences	
Dec.	Coping skills classroom lessons	Progress reports	Development of social skills group to reflect the needs of students. Classroom lessons	Parent/Teacher conferences	K-6 Counselor Meetings
Jan.	Mindfulness Classroom Lessons		Classroom lessons		CGP leadership team meetings
Feb.	Mindfulness Classroom Lessons		Development of new counseling groups to reflect the needs of students Classroom lessons		K-6 Counselor Meetings
March	Mindfulness Classroom Lessons	Developing new IEP goals, writing progress notes	Development of new counseling groups to reflect the needs of students Classroom lessons	Parent Teacher Conferences	
April	Classroom Lessons		Development of new counseling groups to reflect the needs of students Classroom lessons		CGP Leadership meeting K-12 PPS meetings K-6 Counselor Meetings
May	Transition Lessons Intermediate school tours Junior Achievement day (Career Development)	Placement Meetings	Classroom lessons		Presentation to curriculum counsel
June	Transition Lesson Community Helpers Studio Day (Career Development)	Progress Reports Placement for next year	Classroom lessons		K-6 Counselor Meetings

July			Family tours		
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TIER 1

ZONES OF REGULATION

LEARNING OBJECTIVES	Students will correctly identify emotions that fit into the blue, green, yellow, and red zones of regulation.
TARGET GROUP	K- 3rd Grade
STAFF ASSIGNED	VPS School Counselor
TIME	30 minutes
MATERIALS & RESOURCES	Zones of Regulation poster Video clips that show characters in each of the four zones
ASCA MINDSETS & STANDARDS	SMS2, SMS7, SS2, SS5, SS9

ZONES OF REGULATION COPING SKILLS

LEARNING OBJECTIVES	Students will identify three personal coping strategies
TARGET GROUP	K-3rd Grade
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 30 minutes
MATERIALS & RESOURCES	Toolbox sheet
ASCA MINDSETS & STANDARDS	SMS2, SMS7, SS2, SS5, SS9

MINDFULNESS CLASSROOM LESSON

LEARNING OBJECTIVES	Students will learn the definition of Mindfulness Students will learn 6 mindfulness techniques Students will learn how to use mindfulness techniques when feeling stressed, angry, or worried.
TARGET GROUP	2nd and 3rd Grade
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 30 minutes
MATERIALS & RESOURCES	"I Am Peace-A Book of Mindfulness" book by Susan Verde A glitter bottle to aide with breathing technique

	A scented spray bottle for smelling sense Sensory items for touching sense Raisins to use for taste sense Bell to use for Hearing sense
ASCA MINDSETS & STANDARDS	SMS2, SMS7

TRANSITION LESSON

LEARNING OBJECTIVES	Students will gain knowledge to assist them with the transition to a new school. Counselor coordinates visit to Intermediate School building.
TARGET GROUP	Grade 3
STAFF ASSIGNED	Primary School Counselor, Intermediate School Counselor, Intermediate School Principal, 3rd grade teacher, 4th grade Student Ambassadors
TIME	Spring; As needed
MATERIALS & RESOURCES	Coordination with intermediate school.
ASCA MINDSETS & STANDARDS	SMS10

RED RIBBON WEEK

LEARNING OBJECTIVES	Students will participate in themed days organized by the counselors to acknowledge and learn about the importance of living a healthy lifestyle
TARGET GROUP	All Students
STAFF ASSIGNED	Counselors & Teachers
TIME	October - Red Ribbon Week
MATERIALS & RESOURCES	Red Ribbon Week theme days schedule
ASCA MINDSETS & STANDARDS	LS1, LS6, LS7, SMS7, SMS9, SS5, SS8

“POSITIVELY PRIMARY”

LEARNING OBJECTIVES	“Positively Primary” is the school motto and is reinforced by a kind message VPS students hear each day during the announcements.
TARGET GROUP	All Students
STAFF ASSIGNED	All Staff
TIME	Ongoing

MATERIALS & RESOURCES	Posters throughout the school, reinforcing messages by staff members
ASCA MINDSETS & STANDARDS	LS6, SMS1, SMS2, SMS7, SMS9, SS2, SS4, SS9

TIER 2

GROUP COUNSELING

DESCRIPTION	Students will develop skills related to the mindsets and behaviors that enhance students' learning strategies, self-management skills and/or social skills.
TARGET GROUP	K-3 students as needed, 20 minutes
STAFF ASSIGNED	School Counselors, School Psychologists
TIME	As needed or scheduled
RESOURCES	Lesson Plans
ASCA MINDSETS & BEHAVIORS	LS1-10, SMS1-10, SS1-9

CBT SKILLS

LEARNING OUTCOMES	Students will learn how their thoughts affect anxiety.
TARGET GROUP	3rd grade
STAFF ASSIGNED	VPS School Counselor
TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Bubbles Thought matching activity White board thought bubble
ASCA MINDSETS & STANDARDS	SMS1, SMS2, SMS7

FRIENDSHIP SKILLS

LEARNING OUTCOMES	Students will learn the elements of positive friendship skills
TARGET GROUP	K-3
STAFF ASSIGNED	VPS School Counselor

TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Fishing for Friendship supplies, role playing cards
ASCA MINDSETS & STANDARDS	BSS1, BSS2, BSS3, BSS4, BSS5, BSS6, BSS7, BSS8, BSS9

ANXIETY

LEARNING OUTCOMES	Students will identify anxious thoughts and how anxiety affects their body and mood. Students will learn five coping strategies for anxiety.
TARGET GROUP	2nd and 3rd graders
STAFF ASSIGNED	VPS School Counselor
TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Book- "What to do when you Worry too much; a kids guide to overcoming anxiety" by Dawn Huebner
ASCA MINDSETS & STANDARDS	SMS1, SMS2, SMS7

DECISION MAKING

LEARNING OUTCOMES	Students will learn how decisions affect long-term goals
TARGET GROUP	3rd grade
STAFF ASSIGNED	VPS School Counselor
TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Roadmap Poster Car
ASCA MINDSETS & STANDARDS	LS1, SMS1, SMS2, SMS4, SMS5, SS5

FEELINGS IDENTIFICATION

LEARNING OBJECTIVES	Students will learn to correctly identify feelings
TARGET GROUP	2nd and 3rd Grade
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 20 minutes
MATERIALS &	"The Way I Feel" by Janan Cain

RESOURCES	
ASCA MINDSETS & STANDARDS	BSS5, BSS9, BSS1

GRATITUDE

LEARNING OBJECTIVES	Students will learn how gratitude affects mood and happiness
TARGET GROUP	2nd and 3rd Grade
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 20 minutes
MATERIALS & RESOURCES	The Grateful alert sheet, The Thankful Game, Tree Leaves
ASCA MINDSETS & STANDARDS	BSMS1, BSMS2, BSMS7

THE POWER OF WORDS

LEARNING OBJECTIVES	Students will learn how words affect others
TARGET GROUP	K-3
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 20 minutes
MATERIALS & RESOURCES	Person outline, tape
ASCA MINDSETS & STANDARDS	BSMS1, BSS2, BSS4, BSS9

NON-VERBAL COMMUNICATION

LEARNING OBJECTIVES	Students will learn the definition of non-verbal communication Students will learn the importance of non-verbal communication Students will learn how non-verbal messages affect relationships Students will learn about different perspectives
TARGET GROUP	K-3
STAFF ASSIGNED	VPS school counselor
TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Paper, Pencils, Back-to-Back diagrams

ASCA MINDSETS & STANDARDS	BSS1, BSS6
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SELF-ESTEEM

LEARNING OBJECTIVES	Student will understand self-esteem and how it affects behaviors and relationships with others
TARGET GROUP	K-3
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 20 minutes
MATERIALS & RESOURCES	Filling a bucket book, craft supplies, Shoe outline
ASCA MINDSETS & STANDARDS	BSS2, BSS4, BSS9

ANGER

LEARNING OUTCOMES	Students will learn effective coping strategies for anger and frustration.
TARGET GROUP	K-3
STAFF ASSIGNED	VPS School Counselor
TIME	As needed, 20 minutes
MATERIALS & RESOURCES	Anger Iceberg, body outline, paper, markers
ASCA MINDSETS & STANDARDS	BSMS1, BSS2, BSS4, BSS9

ZONES OF REGULATION

LEARNING OBJECTIVES	Student will identify feelings associated with the four zones of regulation and identify appropriate coping skills associated with each zone.
TARGET GROUP	K-3
STAFF ASSIGNED	VPS School Counselor
TIME	As Needed, 20 minutes
MATERIALS & RESOURCES	Zones of Regulation handouts.
ASCA MINDSETS & STANDARDS	BSMS2, BSMS7

TIER 3

CRISIS INTERVENTION

LEARNING OBJECTIVES	Student will learn effective coping skills for emotional regulation when in distress.
TARGET GROUP	K-3
STAFF ASSIGNED	School Counselor, School psychologists, Administrators, TCIS trained staff
TIME	As Needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SMS7, SMS9, SS3, SS5, SS9

CONFLICT RESOLUTION/MEDIATION

LEARNING OBJECTIVES	Students will develop conflict resolution, social skills, cooperative skills and an understanding of other students' perspective.
TARGET GROUP	K-3
STAFF ASSIGNED	School Counselors, psychologists, administrators
TIME	As Needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SS1, SS2, SS4, SS6, SS8, SS9, SMS1, SMS2, SMS7

INDIVIDUAL COUNSELING

DESCRIPTION	Students will develop skills related to the mindsets and behaviors that enhance students' learning strategies, self-management skills and/or social skills.
TARGET GROUP	K-3 students as needed
STAFF ASSIGNED	School Counselors, School Psychologists
TIME	As needed or scheduled
RESOURCES	N/A
ASCA MINDSETS & BEHAVIORS	LS1-10, SMS1-10, SS1-9

MENTOR AND ME PROGRAM

LEARNING OBJECTIVES	Students will connect with a staff member at the Intermediate School to foster positive experiences and relationships. Volunteer staff members come alongside children to talk, read, or participate in activities together at a regular time while developing a supportive relationship
TARGET GROUP	Students who display one or more of the following characteristics: struggles to develop meaningful relationships with peers and/or adults, displays a poor attitude towards school, exhibits poor school attendance, engages in attention seeking behaviors
STAFF ASSIGNED	Teachers and staff who are willing to commit to supporting
TIME	Mutually convenient times scheduled throughout the year
MATERIALS & RESOURCES	None
ASCA MINDSETS & STANDARDS	SS1-3, SS9

INDIRECT STUDENT SERVICES**PROFESSIONAL LEARNING COMMITTEE (PLC)**

DESCRIPTION	The PLC team works together to develop building-wide initiatives and collaborate in order to provide support for at-risk students
STAFF ASSIGNED	Counselor, school psychologists
TIME	Once a week

RESPONSE TO INTERVENTION MEETINGS

DESCRIPTION	A team of staff will collaborate to evaluate the effectiveness of current interventions to determine the need for additional services and supports
STAFF ASSIGNED	Counselors, psychologists, administrators, teachers, service providers
TIME	As needed

COLLEAGUE CONSULTATION MEETINGS

DESCRIPTION	A team of staff will collaborate to problem-solve, brainstorm, and implement various strategies/interventions, collect data and assess efficacy to meet the
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	needs of individual students who are struggling academically and/or behaviorally
STAFF ASSIGNED	Counselor, teachers, service providers
TIME	Daily

PARENT MEETINGS

DESCRIPTION	Staff will meet with parents/guardians to discuss student progress/concerns with parents.
STAFF ASSIGNED	counselor, teachers, psychologists, administrators, service providers
TIME	2 times per year for parent/teacher conferences and parent meetings as needed

K-12 COUNSELOR/PSYCHOLOGIST DEPARTMENT MEETING

DESCRIPTION	District counselors and psychologists will meet to discuss best practice, professional development and the social, emotional, and academic supports for students.
STAFF ASSIGNED	Counselors, psychologists
TIME	1x/Month

COMMUNITY RESOURCE NETWORKING

LEARNING OBJECTIVES	Collaborate with community resources such as the Victor-Farmington Food Cupboard, churches and Salvation Army to provide support to families in need.
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

COMPREHENSIVE GUIDANCE PLAN LEADERSHIP TEAM MEETING

DESCRIPTION	Leadership team meet to develop and revisit Comprehensive Guidance Plan
STAFF ASSIGNED	Counselors
TIME	3x/Year

PPS MEETINGS

DESCRIPTION	PPS staff meet regularly to discuss building-wide initiatives, concerns, and individual student programming and supports.
STAFF ASSIGNED	Counselors, psychologists, nurse, social worker, principals
TIME	Bi-weekly

COUNSELING GROUP REFERRALS

DESCRIPTION	Counselor collaborates with teachers and administrators to assess the need for counseling groups.
STAFF ASSIGNED	School Counselor, Teachers, administration
TIME	As needed

INDIVIDUAL EDUCATION PLAN ANNUAL REVIEWS

DESCRIPTION	Developing and assessing goals for IEP students
TARGET GROUP	Students with IEPs
STAFF ASSIGNED	Counselor, psychologists
TIME	March
RESOURCES	IEP information
ASCA MINDSETS & BEHAVIORS	BLS7, BLS9, BLS6

MEET AND GREET PARENT NIGHT

DESCRIPTION	Open House
TARGET GROUP	All students
STAFF ASSIGNED	All
TIME	Fall
RESOURCES	
ASCA MINDSETS & BEHAVIORS	BLS9, BLS1

PRIMARY PROJECT MEETINGS

DESCRIPTION	Counselor and Child Associate meet with teachers to review TCRS and discuss appropriate supports (Primary Project or Counseling) for students in need.
STAFF ASSIGNED	Counselor, Child Associate, Teachers
TIME	October, January, June

Why Elementary School Counselors?

The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/emotional skills in response to issues they face.

Elementary school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

SCOPE AND SEQUENCE OF SUPPORTS FOR VICTOR INTERMEDIATE SCHOOL STUDENTS

	Direct Student Services			Indirect Student Services	Program Planning and School Support
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, Accountability
	Refers to providing developmental curriculum content in systematic ways to all students using the ASCA Mindsets & Behaviors for Students Success Standards	Refers to assisting students in developing education, career and personal plans.	Addresses the immediate concerns of students.	Refers to interacting with others to provide support for student achievement.	Refers to planning and evaluating the school counseling program and school support activities. Working on creating new programs or adapting our program.
Ongoing Services	<ul style="list-style-type: none"> -Good Citizenship Recognition Coupons - Student of the Month -VIS Respects Motto -Classroom Guidance Lessons 	<ul style="list-style-type: none"> -Building level individual and group counseling -New entrant placements -Big Brother Big Sister Program -Buddy Network -Mentor and Me Program 	<ul style="list-style-type: none"> -Crisis counseling support -TCI -CPS Visits 	<ul style="list-style-type: none"> -Colleague Consultation Meetings -Rtl Meetings -Monthly Team Teacher Meetings -PPS/Admin Team Meetings -PLC Meetings -Building Leadership Team Meetings -Grade Level Meetings -Parent Teacher Conferences - Parent meetings -Community Resource Networking -Collaboration with outside providers. 	<ul style="list-style-type: none"> -K-12 Counselor Department Meeting -K-6 Counselor meetings -4-6 Counselor Meetings -Intermediate School Psychologist & Counselor Meetings

Aug.	New Student Orientation				
Sept.	Classroom Lessons - Managing Thought and Emotions; Expectation Talks/VIS Respects; Counselor Introductions; Parent Orientation Night				
Oct.	Red Ribbon Week, Classroom Lessons: Managing Thought and Emotions, Goal Setting, Zones of Regulation, Differences/Diversity; School Violence Prevention/Mental Health Presentation				
Nov.	Classroom Lessons - Managing Thought and Emotions				
Dec.	Classroom Lessons - Managing Thought and Emotions	Placement discussions begin			
Jan.	Classroom Lessons: Empathy, Respect & Communication,	Special Education projection sheets distributed to Primary and Intermediate			

	Zones of Regulation, Digital Footprint, Growth Mindset	staff			
Feb.	Classroom Lessons - Empathy, Respect & Communication	Special Education projection sheets due; Transition Planning begins			
March	Classroom Lessons - Empathy, Respect & Communication, Introduction to Naviance	Gen. Ed. teacher input forms and parent input forms distributed			
April	Classroom Lessons - Problem Solving, Conflict Resolution	Teacher and parent input forms due			
May	Classroom Lessons - Problem Solving	Placement process begins where students are assigned to teacher teams			
June	Classroom Lessons - Problem Solving				
July					

TIER 1

“VIS RESPECTS”

LEARNING OBJECTIVES	“VIS Respects” School Motto: We respect ourselves, we respect others, we respect VIS. Students will be reinforced by the message of respect and be able to identify what respect looks like in various settings throughout the school
TARGET GROUP	All Students
STAFF ASSIGNED	All Staff
TIME	Ongoing

MATERIALS & RESOURCES	VIS Respects posters; expectations talks
ASCA MINDSETS & STANDARDS	LS6, SMS1, SMS2, SMS7, SMS9, SS2, SS4, SS9

EXPECTATION TALKS

LEARNING OBJECTIVES	Students will learn about school-wide expectations regarding behavior and the VIS Respects school motto
TARGET GROUP	4th, 5th and 6th graders
STAFF ASSIGNED	Administrators, Counselors
TIME	30 minutes; September
MATERIALS & RESOURCES	PowerPoint presentation
ASCA MINDSETS & STANDARDS	LS6, SMS9, SS2, SS3, SS9

GOOD CITIZENSHIP RECOGNITION

LEARNING OBJECTIVES	Students can be offered “good citizenship coupons” by staff members for recognition of performing a good deed or being a model citizen
TARGET GROUP	All students
STAFF ASSIGNED	All staff
TIME	Ongoing
MATERIALS & RESOURCES	Good Citizenship Coupon
ASCA MINDSETS & STANDARDS	SMS1, SMS2, SS2, SS5

NEW STUDENT ORIENTATION__

LEARNING OBJECTIVES	Students and parents will learn and receive information about the Intermediate School and receive a brief overview of school counseling initiatives, as well as a description of the role of a school counselor to understand how to effectively access services within the school
TARGET GROUP	New 4th, 5th and 6th grade students
STAFF ASSIGNED	School Counselors and Administrators
TIME	1 hour; August

MATERIALS & RESOURCES	PowerPoint Presentation
ASCA MINDSETS & BEHAVIORS	LS-9, SS-3, SS-9

COUNSELOR INTRODUCTION LESSON

LEARNING OBJECTIVES	Students will learn about the role of the counselor, how to access counseling services and location of counselor's office
TARGET GROUP	All Students in Grade 4
STAFF ASSIGNED	School Counselor
TIME	September - 1st or 2nd week of school
MATERIALS & RESOURCES	Counselor
ASCA MINDSETS & STANDARDS	SS1, SS3, SS8

EMPATHY

LEARNING OBJECTIVES	Students will learn the definition of empathy and develop an awareness of how their words and actions can impact others. Lesson activities will increase their capacity to have empathy for others.
TARGET GROUP	4th, 5th & 6th grades
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Story, graphics and lesson plan
ASCA MINDSETS & BEHAVIORS	LS1, SMS1, SMS2, SS2, SS4, SS5, SS9

EMOTION MANAGEMENT

LEARNING OBJECTIVES	Students will learn coping strategies to calm down effectively.
TARGET GROUP	4th, 5th & 6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS &	Second Step DVD; handout

RESOURCES	
ASCA MINDSETS & BEHAVIORS	SMS2, SMS5, SMS7, SMS9, SMS10, SS2, SS3, SS5, SS8, SS9

PROBLEM SOLVING/CONFLICT RESOLUTION

LEARNING OBJECTIVES	Students will learn effective problem solving skills to resolve conflicts.
TARGET GROUP	4th, 5th & 6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Materials from Second Step Curriculum, problem solving scenario cards
ASCA MINDSETS & BEHAVIORS	LS1, LS9, SMS2, SMS4, SMS7, SMS10, SS1, SS2, SS3, SS4, SS5, SS8, SS9

ZONES OF REGULATION - FEELINGS IDENTIFICATION

LEARNING OBJECTIVES	Students will learn about the four zones of regulation (blue, green, yellow and red) and the feelings that are associated in each zone.
TARGET GROUP	4th grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Zones of Regulation poster, lesson plan
ASCA MINDSETS & BEHAVIORS	SMS2, SMS7, SS2, SS5, SS9

ZONES OF REGULATION - COPING STRATEGIES

LEARNING OBJECTIVES	Students will learn various “Zone Tools” to implement as coping strategies when faced with heightened emotions.
TARGET GROUP	4th grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Zones Tools Worksheet, stress balls, mindfulness jars, list of calming strategies, lesson plan
ASCA MINDSETS &	SMS2, SMS7, SS2, SS5, SS9

BEHAVIORS	
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GROWTH MINDSET

LEARNING OBJECTIVES	Students will learn characteristics of having a “growth mindset” vs a “fixed mindset”.
TARGET GROUP	5th grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Growth mindset worksheet, puzzle pieces (set of 6), timer
ASCA MINDSETS & BEHAVIORS	LS4, LS8, SMS1, SMS6, SMS10

CONFLICT RESOLUTION

LEARNING OBJECTIVES	Students will learn 3 forms of communication (aggressive, assertive, passive) and develop their assertive communication skills to effectively solve conflicts.
TARGET GROUP	5th Grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Communication styles worksheet, role-playing scenarios
ASCA MINDSETS & BEHAVIORS	LS1, SMS1, SMS7, SS1, SS2, SS5, SS6

ZONES OF REGULATION

LEARNING OBJECTIVES	Students will learn the 4 Zones of Regulation and feelings associated in each zone. Students will also learn “Zone Tools” to implement as coping strategies when faced with heightened emotions.
TARGET GROUP	5th grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Zones of Regulation Poster, Zones Tools Worksheet, stress balls, mindfulness jars, list of calming strategies, lesson plan
ASCA MINDSETS & BEHAVIORS	SMS2, SMS7, SS2, SS5, SS9

GOAL SETTING

LEARNING OBJECTIVES	Students will identify a big dream and then create one goal as a first step in reaching that dream.
TARGET GROUP	6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Worksheets
ASCA MINDSETS & BEHAVIORS	LS7, SMS5

INTRODUCTION TO NAVIANCE

LEARNING OBJECTIVES	Students will learn about the computer-based Naviance program. Students will also learn how to log-in and take a brief student survey.
TARGET GROUP	6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 Minutes
MATERIALS & RESOURCES	Chromebooks
ASCA MINDSETS & BEHAVIORS	LS5, LS7, LS9

DIGITAL FOOTPRINT

LEARNING OBJECTIVES	Students will learn about the meaning behind a Digital Footprint. Students will learn strategies to maintain a positive reputation online and use safe practices.
TARGET GROUP	6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 minutes
MATERIALS & RESOURCES	Lesson Plan
ASCA MINDSETS & BEHAVIORS	LS1, SS4, SS5

DIFFERENCES/DIVERSITY

LEARNING	Students will engage in a discussion about individual differences in physical
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OBJECTIVES	appearance, social traits, and cultures. Students will gain empathy for others by embodying the role of various scenario descriptions.
TARGET GROUP	6th Grade
STAFF ASSIGNED	School Counselors
TIME	40 minutes
MATERIALS & RESOURCES	Lesson Plan
ASCA MINDSETS & BEHAVIORS	SMS 10, SS4, SS9

RED RIBBON WEEK

LEARNING OBJECTIVES	Students will learn about the importance of living a healthy lifestyle and participate in themed days organized by the counselors to acknowledge and build awareness of Red Ribbon Week.
TARGET GROUP	All Students
STAFF ASSIGNED	Counselors & Teachers
TIME	October - Red Ribbon Week
MATERIALS & RESOURCES	Red Ribbon Week theme days schedule, History of Red Ribbon Week information sheet
ASCA MINDSETS & STANDARDS	LS1, LS6, LS7, SMS7, SMS9, SS5, SS8

TIER 2

GROUP COUNSELING

LEARNING OBJECTIVES	Students will develop skills related to the Mindsets and Behaviors that enhance student learning strategies, self-management skills and/or social skills. Topics include: friendship, coping, self-control, socialization, etc.
TARGET GROUP	4th, 5th & 6th Grade Students, as needed
STAFF ASSIGNED	School Counselors, School Psychologists
TIME	20 minutes (scheduled); as needed
MATERIALS & RESOURCES	Lesson Plans
ASCA MINDSETS & STANDARDS	LS1-10, SMS1-10, SS1-9

STUDENT OF THE MONTH

LEARNING OBJECTIVES	Students can be nominated as Student of the Month by teachers for exemplifying the VIS Respects motto throughout the month and for having exceptional behavior.
TARGET GROUP	All students
STAFF ASSIGNED	All staff
TIME	Ongoing
MATERIALS & RESOURCES	Ice Cream Social supplies for celebration at the end of each month
ASCA MINDSETS & STANDARDS	LS1, LS3, LS4, SMS1, SMS2, SMS4, SMS7, SMS9, SS5, SS9

NEW STUDENT ORIENTATION

LEARNING OBJECTIVES	Incoming 4th, 5th, & 6th grade students who are new to the district/building will be provided a brief presentation and tour of the school prior to the start of the year.
TARGET GROUP	4th, 5th, 6th grade students new to the district
STAFF ASSIGNED	Counselors, Administrators
TIME	1 x per year (summer prior to start of new school year)
MATERIALS & RESOURCES	New student orientation PowerPoint presentation
ASCA MINDSETS & STANDARDS	LS4, LS6, SMS10, SS2

TIER 3**INDIVIDUAL COUNSELING**

LEARNING OBJECTIVES	Students will develop skills related to the Mindsets and Behaviors that enhance student learning strategies, self-management skills and/or social skills.
TARGET GROUP	4th, 5th & 6th Grade Students, as needed
STAFF ASSIGNED	School Counselors, School Psychologists
TIME	20 minutes (scheduled); as needed
MATERIALS & RESOURCES	Lesson Plans

ASCA MINDSETS & STANDARDS	LS1-10, SMS1-10, SS1-9
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CRISIS INTERVENTION

LEARNING OBJECTIVES	Student will learn effective coping skills for emotional regulation when in distress.
TARGET GROUP	4th, 5th, 6th grade students, as needed
STAFF ASSIGNED	School Counselors, School Psychologists, Administrators, TCIS Trained Staff
TIME	As Needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SMS7, SMS9, SMS10, SS3, SS9

CONFLICT RESOLUTION/MEDIATION

LEARNING OUTCOMES	Students will learn conflict resolution, social skills, cooperation skills and understand other students' perspectives. They will also demonstrate empathy toward others as they work towards resolving their differences.
TARGET GROUP	4th, 5th, 6th Grade students as needed
STAFF ASSIGNED	School Counselors, School Psychologists, Administrators
TIME	As needed
MATERIALS & RESOURCES	VIS Behavioral Report form (as needed)
ASCA MINDSETS & STANDARDS	SS1, SS2, SS4, SS6, SS8, SS9, SMS1, SMS2, SMS7

BIG BROTHER BIG SISTER PROGRAM (BBBS)

LEARNING OBJECTIVES	VIS Students ("Littles") will build social interaction skills and facilitate relationships with High School Students ("Bigs"). Students are matched based on similar interests and common hobbies that they can form a bond around. Students engage in cooperative activities targeting specific skill areas in need of development.
TARGET GROUP	4th & 5th graders
STAFF ASSIGNED	School Counselor Liaison, BBBS Coordinator
TIME	1x/week after school throughout the school year
MATERIALS &	BBBS directed activities

RESOURCES	
ASCA MINDSETS & STANDARDS	SS2,

MENTOR AND ME PROGRAM

LEARNING OBJECTIVES	Students will connect with a staff member at the Intermediate School to foster positive experiences and relationships. Volunteer staff members come alongside children to talk, read, or participate in activities together at a regular time while developing a supportive relationship.
TARGET GROUP	Students who display one or more of the following characteristics: struggles to develop meaningful relationships with peers and/or adults, displays a poor attitude towards school, exhibits poor school attendance, engages in attention seeking behaviors.
STAFF ASSIGNED	Teachers and staff who are willing to commit to supporting
TIME	Mutually convenient times scheduled throughout the year
MATERIALS & RESOURCES	None
ASCA MINDSETS & STANDARDS	SS1-3, SS9

BUDDY NETWORK

LEARNING OBJECTIVES	Students will build social interaction skills and facilitate relationships for children whose primary goal is to have a friend. With peer mentors, students engage in cooperative activities targeting specific skill areas in need of development.
TARGET GROUP	Mentees: 4th - 6th Grade students with social, cognitive or language needs who have a history of difficulty initiating or maintaining positive social interactions. Mentors: 4th - 6th Grade students who demonstrate character traits including: flexibility, patience, kindness and understanding.
STAFF ASSIGNED	Buddy Network Committee comprised of: Interested Administrators, Counselors, Psychologists, Teachers
TIME	October - June
MATERIALS & RESOURCES	Initial Mentor Training materials (i.e., STAR handout); Snacks; Additional materials dependent upon monthly activity (e.g., Board Games, Picture Books, Sleds, Craft Supplies)

ASCA MINDSETS & STANDARDS	LS10, SS1, SS2, SS4, SS6, SS9
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INDIRECT STUDENT SERVICES

PLC's

DESCRIPTION	Weekly meeting with special education teachers and related service providers to collaboratively discuss department goals, programming, and student needs.
STAFF ASSIGNED	Special ed teachers, psychologists, counselors, related services providers
TIME	1 x Week

COMMUNITY RESOURCE NETWORKING

DESCRIPTION	Collaborate with community resources such as the Victor-Farmington Food Cupboard, churches and Salvation Army to provide support to families in need.
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

COLLABORATION WITH OUTSIDE PROVIDERS

DESCRIPTION	Collaboration with community-based mental health and medical providers to support the academic, socioemotional and behavioral success of students.
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

COLLEAGUE CONSULTATION

DESCRIPTION	Counselors will facilitate Colleague Consultation meetings which involve collaboration with teaching staff to problem-solve, brainstorm and implement various strategies/interventions, collect data and assess efficacy to meet the needs of individual students who are struggling academically and/or behaviorally.
STAFF ASSIGNED	Counselors & Teachers
TIME	4th, 5th & 6th Grade Levels (2 times per month each)

RESPONSE TO INTERVENTION

DESCRIPTION	To evaluate the effectiveness of current interventions to determine the need
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	for further services and supports.
STAFF ASSIGNED	School Psychologists, School Counselors, Administrators, Teachers and Related Services Providers
TIME	As needed

PARENT ORIENTATION NIGHT

DESCRIPTION	Parents will be provided presentations from administrators, counselors, and teachers regarding expectations and goals for the new school year.
STAFF ASSIGNED	Administrators, teachers, counselors, support staff
TIME	September (1 evening per grade level)

PARENT MEETINGS

DESCRIPTION	Staff will meet with parents/guardians to discuss student progress/concerns.
STAFF ASSIGNED	Teachers, Counselors, Administrators, Psychologists, Related Service Providers
TIME	2 x year scheduled conferences and as needed

PLACEMENT

DESCRIPTION	Placement team will work together to effectively place all Intermediate students with a teacher for the following school year.
STAFF ASSIGNED	Placement Team
TIME	Spring

SCHOOL VIOLENCE PREVENTION/MENTAL HEALTH PRESENTATION

DESCRIPTION	Counselors will provide information to all staff regarding school violence prevention and what we can do as a school staff to minimize the occurrence of school violence. Additionally, counselors will present briefly on anxiety, including the forms and signs of chronic anxiety in children.
STAFF ASSIGNED	Counselors
TIME	1 x per year (Fall)

PPS MEETINGS

DESCRIPTION	PPS Staff meet regularly to discuss building-wide initiatives, concerns, and individual student programming and supports.
STAFF ASSIGNED	School Counselors, School Psychologists & Administrators

TIME	1.5 hours; 1x4 day cycle
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MONTHLY TEAM TEACHER MEETINGS

DESCRIPTION	Team Teachers and Counselor will participate in monthly meetings to communicate information about students in an effort to learn more about all students within the grade-level and address academic/behavioral/social-emotional concerns at first signs.
STAFF ASSIGNED	School Counselors & Teaching Staff
TIME	40-60 minutes monthly

GRADE LEVEL MEETINGS

DESCRIPTION	Teachers, counselors and administrators will attend grade level meetings to assess and discuss grade-level initiatives, activities, concerns, and ideas that will impact the students.
STAFF ASSIGNED	Teachers, Counselors & Administrators
TIME	60 minutes; monthly

TRANSITION PLANNING MEETING

DESCRIPTION	Transition process (3rd to 4th grade) where staff have an opportunity to discuss incoming students and their needs. Can also include CSE meetings, and 504 meetings with Primary & Intermediate PPS staff.
STAFF ASSIGNED	Primary and Intermediate School Counselors, School Psychologists & Administrators
TIME	Spring - Summer

NEW ENTRANT PLACEMENTS

DESCRIPTION	Newly enrolled students are placed in a teacher homeroom/team when they register within the Victor Central School District.
STAFF ASSIGNED	School Counselor
TIME	Ongoing throughout the year as needed

COMPREHENSIVE GUIDANCE PLAN LEADERSHIP TEAM MEETING

DESCRIPTION	Leadership team meets to develop and revisit Comprehensive Guidance Plan.
STAFF ASSIGNED	Counselors
TIME	3x/Year

JUNIOR HIGH SCHOOL

Why Junior High School Counselors?

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement. Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community. Middle school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Junior High Student Support Categories

Direct Student Services

- School Counseling Core Curriculum
 - Refers to providing developmental curriculum content in systematic ways to all students using the ASCA Mindsets & Behaviors for Students Success Standards
- Individual Planning
 - Refers to assisting students in developing education, career and personal plans.
- Responsive Services
 - Addresses the immediate concerns of students.

Indirect Student Services

- Referrals, Collaboration, Consultation
 - Refers to interacting with others to provide support for student achievement.

Program Planning and School Support

- Foundation, Management, Accountability
 - Refers to planning and evaluating the school counseling program and school support activities. Working on creating new programs or adapting our program

SCOPE AND SEQUENCE OF SUPPORTS FOR VICTOR JUNIOR HIGH SCHOOL STUDENTS

	Direct Student Services			Indirect Student Services	Program Planning and School Support
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, Accountability
Ongoing Services	<ul style="list-style-type: none"> -Anti-Bullying Lessons -Decision-Making Unit, 7th grade, Home and Careers -Career Exploration unit, 7th grade, Home and Careers 	<ul style="list-style-type: none"> -Schedule changes -Intake Meetings for New Students -Tutoring coordination -Group counseling -Advisement Young Men's Leadership club 	<ul style="list-style-type: none"> -Crisis Counseling, - Social/Emotional counseling -Academic Advisement - Mediation 	<ul style="list-style-type: none"> -Team meetings -PPS meetings - Parent meetings -Transition process -Collaboration with outside service providers -Community resource networking -Parent consultation 	<ul style="list-style-type: none"> -Master Scheduling -Transition planning - K-12 Department meetings -Professional Development
Aug.	<ul style="list-style-type: none"> -7th Grade Orientation -New Student Orientation 				
Sept.	<ul style="list-style-type: none"> -Club Expo 			-Staffings	
Oct.	<ul style="list-style-type: none"> -Red Ribbon Week Presentation -7th grade lesson 				-CGP Leadership Team Meeting
Nov.				-6th to 7th Grade Transition Process begins-meeting with Int. PPS team, meeting 6th Grade teachers	
Dec.	<ul style="list-style-type: none"> -8th grade lesson 			-6th Grade Teacher feedback form sent out	
Jan.	<ul style="list-style-type: none"> -8th Grade Tech Center Visit 				-CGP Leadership Team Meeting
Feb.				-6th Grade	

				Parent Feedback form sent out.	
March	-FLCC Early College Awareness Visit			-Teaming 6th grade students begins	
April				-6th Grade Parent Night -Teaming continues	-CGP Leadership Team Meeting
May	-6th Grade Student Visits -7th grade workshop -8th grade workshop			-Teaming continues	-CGP Presentation to Curriculum Council
June		-Awards night			
July					

TIER 1

7TH GRADE ORIENTATION/NEW STUDENT ORIENTATION

LEARNING OBJECTIVES	Students will learn to: navigate the building, understand their schedule and courses, understand resources available to them at JH, log on to their SchoolTool and email, prepare themselves for the transition to JH and understand important factors for success at JH (agenda, locker, organization).
TARGET GROUP	All Incoming 7th grade students, 8th grade new students
STAFF ASSIGNED	Counselors, Psychologists, Assistant Principal, Principal
TIME	Three 90 minute sessions
MATERIALS & RESOURCES	Intro. Presentation, Team packets w/ schedules for each student
ASCA MINDSETS & BEHAVIORS	SS1, SS2, SS3, SS6, SM10

CLUB EXPO

Learning Objectives	Students will have the opportunity to explore information on every club that is offered at the JH. They will be able to sign up for clubs and expand on their interests.
TARGET GROUP	All students
STAFF ASSIGNED	School counselors, club advisors, administrators

TIME	3 Lunch periods in September, 90 minute session during Open House
RESOURCES	Club handouts and sign-up sheets
ASCA MINDSETS & BEHAVIORS	LS10, SMS8, SS6, LS4, SS6

R3 PRESENTATION

LEARNING OBJECTIVES	Students will learn appropriate social media skills.
TARGET GROUP	All students
STAFF ASSIGNED	Visiting speaker
TIME	One hour
MATERIALS & RESOURCES	Changes from year to year
ASCA MINDSETS & BEHAVIORS	LS8, SS9, SS7

ANTI-BULLYING LESSONS

DESCRIPTION	Students will learn cooperation, social, and advocacy skills related to conflict resolution and social appropriateness.
TARGET GROUP	All students
STAFF ASSIGNED	Teachers
TIME	Integrated throughout the year
RESOURCES	Varies from lesson to lesson
ASCA MINDSETS & BEHAVIORS	SMS1, SS2, SS4, SS5, SS8, SS9

INTRODUCTION TO NAVIANCE SEMINAR

Learning Objectives	Naviance Introduction seminar- students will be given access to a college/career resource. They will learn how to do a college search, explore careers, plan for the future and take assessments that can improve their self-awareness.
TARGET GROUP	All 8th graders
STAFF ASSIGNED	School counselors
TIME	20 minute sessions over 3 months

RESOURCES	PowerPoint, computers
ASCA MINDSETS & BEHAVIORS	LS5, LS7, LS9, LS10

6TH GRADE VISIT TO THE JUNIOR HIGH

Learning Objectives	Students will become acclimated to the Junior High School, learn about expectations, the schedule, the building, the teaming process, and extracurricular opportunities. Presentation and tour.
TARGET GROUP	All 6th Grade Students
STAFF ASSIGNED	School counselors
TIME	90 minute sessions over 2 weeks in May
RESOURCES	PowerPoint presentation
ASCA MINDSETS & BEHAVIORS	SMS10, LS6, SS9

TRANSITION PLANNING

DESCRIPTION	Transition process (6th to 7th grade) which includes teaming, placement, CSE meetings, 504 meetings, Int.-JH PPS meetings
TARGET GROUP	All 6th grade students
STAFF ASSIGNED	Counselors, psychologists
TIME	Yearlong ongoing
RESOURCES	6th grade teacher feedback forms, 6th grade parent feedback forms
ASCA MINDSETS & BEHAVIORS	SMS10, LS8, LS7, LS9, LS6, SS6, SS8, SS9

8TH GRADE SCHEDULING

LEARNING OUTCOMES	Meet individually with students to select courses for Freshman year of high school
TARGET GROUP	8th grade students
STAFF ASSIGNED	Junior High Counselors
TIME	55 minutes within 8th grade Social Studies classes January/February
MATERIALS & RESOURCES	9th grade course selection sheets
ASCA MINDSETS & STANDARDS	LS 1, LS 7, LS 8, LS 9, LS 10

ACADEMIC ADVISEMENT

Learning Objectives	Students have the opportunity to meet one on one or within a group setting (parent, teacher, administrator) to address academic concerns and learn skills related to self-discipline, advocacy, time management, future planning, and building relationships with adults.
TARGET GROUP	All students
STAFF ASSIGNED	Counselors, teachers, principals
TIME	Daily, as needed or scheduled
RESOURCES	Student schedules, report cards, assessment scores, grades
ASCA MINDSETS & BEHAVIORS	LS3, LS4, LS5, LS6, LS7, SM3, SM5, SM6, SM8, SS8

LEARNING STYLES

Learning Objectives	Students will learn various factors that contribute to learning. They will be able to identify how they learn best. They will also be able to identify new strategies to try when they study and learn going forward.
TARGET GROUP	All 7th grade students
STAFF ASSIGNED	Counselors
TIME	45-60 minute lesson
RESOURCES	Naviance
ASCA MINDSETS & BEHAVIORS	LS3, LS4, LS5, LS6, LS7, SM3, SM5, SM6, SM8, SS8

CONFLICT RESOLUTION

Learning Objectives	Students will learn the process of conflict as well as different ways to resolve a conflict. They will participate in role-play scenarios to practice using those strategies.
TARGET GROUP	All 8th grade students
STAFF ASSIGNED	Counselors
TIME	45-60 minute lesson
RESOURCES	PowerPoint, conflict scenarios, evaluations
ASCA MINDSETS & BEHAVIORS	LS3, LS4, LS5, LS6, LS7, SM3, SM5, SM6, SM8, SS8

Tier 2

BUILDING CHAMPIONS GROUP COUNSELING

LEARNING OUTCOMES	At-risk students will develop skills related to the mindsets and behaviors that enhance motivation, self-advocacy, goal-setting, and academic achievement.
TARGET GROUP	Small groups of 7th and 8th graders with similar needs
STAFF ASSIGNED	School counselors
TIME	Weekly
MATERIALS & RESOURCES	Worksheets, computers
ASCA MINDSETS & STANDARDS	LS1, LS4, LS, LS7, SMS1, SMS2, SMS4, SMS5, SMS7, SMS6, SS2, SS3, SS4, SS6, SS6, SS8, SS9

NEW STUDENT ORIENTATION__

LEARNING OBJECTIONS	Students and parents will learn and receive information about the Junior High School and be given a brief overview of school counseling initiatives, as well as a description of the role of a school counselor to understand how to effectively access services within the school.
TARGET GROUP	New 8th graders
STAFF ASSIGNED	School Counselors and Administrators
TIME	1 hour; August
MATERIALS & RESOURCES	PowerPoint Presentation
ASCA MINDSETS & BEHAVIORS	LS-9, SS-3, SS-9

YOUNG MEN'S LEADERSHIP ADVISEMENT

DESCRIPTION	Young Men's Leadership is a group designed to promote leadership, integrity, career exploration and community service among Junior High boys. We have guest speakers, visit community sites, and offer our support to ongoing causes in the school and community.
TARGET GROUP	7th and 8th grade male students
STAFF ASSIGNED	Counselor and teacher volunteers
TIME	Yearlong ongoing
RESOURCES	Community contacts, permission slips

ASCA MINDSETS & BEHAVIORS	SMS10, LS8, LS7, LS9, LS6, SS6, SS8, SS9
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8TH GRADE VISIT TO WFLTCC

LEARNING OBJECTIVES	Students will learn about a vocational option available to them at HS as well as explore various career options.
TARGET GROUP	8th Graders interested in attending Tech Center in HS
STAFF ASSIGNED	Counselors
TIME	Full day
MATERIALS & RESOURCES	Permission slips, feedback survey
ASCA MINDSETS & BEHAVIORS	LS6, SM10, SM4

FLCC Early College Program Visit

LEARNING OBJECTIVES	Students will visit FLCC campus and learn about the college experience including majors, schedule, requirements, etc.
TARGET GROUP	7th graders
STAFF ASSIGNED	Counselors
TIME	Half day
MATERIALS & RESOURCES	Permission slips, feedback survey
ASCA MINDSETS & BEHAVIORS	LS2, LS4, LS8, SS1, SS6, SS7, SS9

Tier 3

INDIVIDUAL COUNSELING

Learning Objectives	Students have the opportunity to meet one on one with a School Counselor to develop skills related to the mindsets and behaviors that enhance students' learning strategies, self-management skills and/or social skills.
TARGET GROUP	All students
STAFF ASSIGNED	Counselors
TIME	Daily, as needed or scheduled
RESOURCES	
ASCA MINDSETS &	LS1-10, SMS1-10, SS1-9

BEHAVIORS	
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CONFLICT RESOLUTION/MEDIATION

LEARNING OUTCOMES	Students will learn conflict resolution, social skills, cooperative skills and understand other students' perspectives. They will also demonstrate empathy toward others.
TARGET GROUP	All students
STAFF ASSIGNED	School Counselors, School Psychologists, Administrators
TIME	As needed
MATERIALS & RESOURCES	Conflict form, R3 reflection form
ASCA MINDSETS & STANDARDS	SS1, SS2, SS4, SS6, SS8, SS9, SMS1, SMS2, SMS7

CRISIS INTERVENTION

LEARNING OBJECTIVES	Student will learn effective coping skills for emotional regulation when in distress.
TARGET GROUP	7th-8th grade students
STAFF ASSIGNED	School Counselors, School Psychologists, Administrators, TCIS Trained Staff
TIME	As Needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SMS7, SMS9, SMS10, SS3, SS9

Indirect Services

TEAM MEETINGS/STAFFINGS

DESCRIPTION	Team meetings
TARGET GROUP	All students
STAFF ASSIGNED	Counselors, teachers, principals, psychologists
TIME	Once a week
RESOURCES	Student grades, progress reports, IEPs/504s

6TH GRADE PARENT NIGHT

Learning Objectives	6th Grade Parent Night- parents will learn about the Junior High's schedule, the building's expectations, the teaming process, supports, and courses.
TARGET GROUP	All parents of incoming 7th graders
STAFF ASSIGNED	School counselors, school psychologists, administrators
TIME	One 90 minute session in Feb.
RESOURCES	Presentation, Student feedback handout

MASTER SCHEDULING

LEARNING OUTCOMES	Master Scheduling
TARGET GROUP	All students
STAFF ASSIGNED	School counselors, teachers, administrators
TIME	January-August
RESOURCES	SchoolTool, recommendations from teachers

COMMUNITY RESOURCE NETWORKING

DESCRIPTION	Collaborate with community resources such as the Victor-Farmington Food Cupboard, churches, and Salvation Army to provide support to families in need.
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

COLLABORATION WITH OUTSIDE PROVIDERS

DESCRIPTION	Collaboration with community-based mental health and medical providers to support the academic, socioemotional and behavioral success of students
STAFF ASSIGNED	Counselors, School Psychologists, Administrators
TIME	Ongoing

PARENT MEETINGS

DESCRIPTION	Staff will meet with parents/guardians to discuss student progress/concerns.
STAFF ASSIGNED	Teachers, Counselors, Administrators, Psychologists, Related Service Providers
TIME	2 x year scheduled conferences and as needed

TEAMING AND PLACEMENT

DESCRIPTION	Placement team will work together to effectively place all Intermediate students with a teacher for the following school year.
STAFF ASSIGNED	Placement Team (Counselors, teachers, administrator)
TIME	Throughout the year

PPS MEETINGS

DESCRIPTION	PPS Staff meet regularly to discuss building-wide initiatives, concerns, and individual student programming and supports.
STAFF ASSIGNED	School Counselors, School Psychologists & Administrators
TIME	1.5 hours; 1x4 day cycle

K-12 COUNSELOR/PSYCHOLOGIST DEPARTMENT MEETING

DESCRIPTION	District counselors and psychologists will meet to discuss best practice, professional development and the social, emotional, and academic supports for students.
STAFF ASSIGNED	Counselors, psychologists
TIME	1x/Month

COMPREHENSIVE GUIDANCE PLAN LEADERSHIP TEAM MEETING

DESCRIPTION	Leadership team meets to develop and revisit Comprehensive Guidance Plan
STAFF ASSIGNED	Counselors
TIME	3x/Year

HOMEBOUND INSTRUCTION COORDINATION

DESCRIPTION	Filing the application for district approval for homebound instruction and coordination of the delivery of instructional materials and assessments.
STAFF ASSIGNED	School Counselors
TIME	Ongoing, as needed

SENIOR HIGH SCHOOL

Why High School Counselors?

High School years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career and social/emotional development. High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community. High school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

SENIOR HIGH STUDENT SUPPORT SERVICE CATEGORIES

Direct Student Services

- School Counseling Core Curriculum
 - Refers to providing developmental curriculum content in a systematic ways to all students using the ASCA Mindsets & Behaviors for Students Success Standards
- Individual Planning
 - Refers to assisting students in developing education, career and personal plans.
- Responsive Services
 - Addresses the immediate concerns of students.

Indirect Student Services

- Referrals, Collaboration, Consultation
 - Refers to interacting with others to provide support for student achievement.

Program Planning and School Support

- Foundation, Management, Accountability
 - Refers to planning and evaluating the school counseling program and school support activities. Working on creating new programs or adapting our program

SCOPE AND SEQUENCE OF SUPPORTS FOR VICTOR HIGH SCHOOL STUDENTS

	Direct Student Services			Indirect Student Services	Program Planning and School Support
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, Accountability
Ongoing Services	Admissions Counselor Visits to College & Career Center	<ul style="list-style-type: none"> -Monitor Progress towards meeting numerous Diploma options/requirements -Intake meetings for new students -Collaborate on DASA reports & Investigations -Coordination of SAT & ACT special testing at VSH -Parent Meetings -Coordinate Home /Hospital Tutoring -Coordinate academic support systems -Coordinate/create internships -Monitor Internship timesheet for verification of hours -Individual student internship planning meetings - Establish/Coordinate student shadow experiences 	<ul style="list-style-type: none"> Crisis Counseling, Social/Emotional counseling, Therapeutic Crisis Intervention, CPS Visits PINS Referrals CPEP Calls Substance Abuse Violations Conflict Mediation Make rec's to Family Support Center as needed Monitor referrals to the Family Support Center Support students in short-term conflicts and crisis management 	<ul style="list-style-type: none"> -Attend WFL and M1 Counselor Monthly meetings -Collaborate with outside providers -Network with Community Resources -Meet bi-weekly with Instructional Support Team (IST) and Mini-IST -Schedule and Conduct Staffings -Meet bi-weekly with High School Administrators and Counselors -Attend Bldg Leadership Team meetings -Collaborate with Teachers -Communicate regarding new and Exiting Students - Communication re: Probation meetings -Communicate re: Attendance meetings -Communicate and maintain job board for student employment -Attend 12:1:1 Internship Planning meetings --Coordinate the 	<ul style="list-style-type: none"> -Bi-Monthly K-12 Counselor Mtgs -Bi-Monthly K-12 Counselor/Psych Meetings -Bi-Weekly CT meetings with High School College & Career Center Staff, Social Worker, and HS Psychs Presentations to: <ul style="list-style-type: none"> -NYSSCA State Conference -Board of Education -District Council -Curriculum Council (Comp Student Support Services Advisory Board) -PIE -K-6 Admin -7-12 Admin as needed -Pathways Planning Meetings -Special Class Meetings - Admin/Counselor Meetings -Building Leadership Team Meetings

		<ul style="list-style-type: none"> - Check-in with Internship Mentors -Coordinate and schedule 12:1:1 Internships -Meet with Students/Parents re: Post-HS Plans -Process College Applications and monitor timelines and completion status 		Big Brother/Big Sister Program	<ul style="list-style-type: none"> -Evaluate current needs and effectiveness of support services -Maintain Internship Database -Create/maintain Business Contact Resource Binder -Career Field Trip Planning: Permission Forms, transportation -Arrange Transportation for 12:1:1 internships -Data for District level NYS Required Reporting and High School Profile
Aug.	<ul style="list-style-type: none"> -Freshman and New Student Orientation -Freshman Parent Orientation -Conduct Intake meetings for new entrants and re-entrants -Individual Senior Check-Ins 	<ul style="list-style-type: none"> -Proofread all student schedules -Adjust Student Schedules as needed -Review NYS Assessment Results for AIS placements -Present to students and parents at College Camp 	-	-Staffings for High Needs/At-Risk Students	<ul style="list-style-type: none"> -Curriculum Review -Lesson Planning -Resource Vetting -Data Collection and Verification for District level NYS Required Reporting and High School Profile

		<ul style="list-style-type: none"> -Review Summer School Course and August Regents Exam Results and adjust schedules as needed -Review Senior Transcripts 			
Sept.	<ul style="list-style-type: none"> -12th grade Naviance Presentation -Schedule and present Fall Gemini Presentations and Notarize all Certificate of Residency Forms -Conduct Individual Senior Check-Ins/Annual Guidance Review for each senior -Coordinate Big Brother/Big Sister Program -Freshmen and New Student Orientation - Plan RAC College Fair for Juniors and Seniors 	<ul style="list-style-type: none"> -Drop/Add Schedule Changes -Staffings -Coordinate Mailing and payments for PSAT Registration -Conduct intake meetings for new students -Conduct staffings for students with unique needs -Meet with students struggling with transitioning to the new school year -Meet with staff to address their scheduling concerns -Manage students in need of January Regents Exams list 		<ul style="list-style-type: none"> -VSH Open House -IB Pinning Ceremony -SUNY/FLCC “Gemini” Info sharing at Open House -PSAT Registration and Payment collection at Open House -FLCC Advisory Board 	Coordinate Facility Request and Proctors, and Administer ACT to 11th and 12th grade students
Oct.	<ul style="list-style-type: none"> Individual Senior Check-Ins -Coordinate PSAT -Coordinate WNY College 	Process College Applications by completing the “Common App School Report”,		<ul style="list-style-type: none"> Collaborate and support VCS Mental Health Parent Forum 	CGP Leadership Team Meeting K-12 PPS Meeting

	<p>Consortium College Fair for Juniors and Seniors</p> <ul style="list-style-type: none"> -Coordinate Finger Lakes Works With Their Hands Skilled Trades Career Day field trip -Coordinate URMN Nursing Workshop -Conduct 10th Grade Mental Health Presentations 	<p>"Common App Counselor Report", and write a Letter of Recommendation for every senior prior to their application deadlines (October 1st, October 15th, Nov. 1st).</p> <ul style="list-style-type: none"> -Review 5-week grades for all students, collaborate with teachers for needed supports and communicate with student and parent as needed 			<p>Coordinate Facility Request and proctors, and Administer PSAT to current 11th graders</p>
Nov.	<ul style="list-style-type: none"> -Individual Senior Check-Ins -College Night Presentation -Instant Application Day for Seniors-Brockport 	<p>Process College Applications by completing the "Common App School Report", "Common App Counselor Report", and write a Letter of Recommendation for every senior prior to their application deadlines (November 1st, November 15th, Dec 1st).</p> <ul style="list-style-type: none"> -Review 10-week grades for all students, collaborate with teachers for needed supports and communicate with student and 			<p>Master Schedule development</p>

		parent as needed -Send out 10 week internship mentor evaluation -student conference/internship evaluations			
Dec.	-Instant Application Day for Seniors- MCC and FLCC -Support Resources Presentation -Present Mental Health lessons to remaining Gr. 10 and 11-12 as well as Gr. 9 students	Process College Applications by completing the "Common App School Report", "Common App Counselor Report", and write a Letter of Recommendation for every senior prior to their application deadlines (December 1st, December 15th, Jan. 1st). -Review 15-week grades for all students, collaborate with teachers for needed supports and communicate with student and parent as needed -Meet with students interested in IB Diploma Program			Master Schedule Development
Jan.	-11th grade classroom Naviance Presentations - Coordinate, present and meet with our incoming 8th grade	Process College Applications by completing the "Common App School Report", "Common App Counselor Report", and			Master Schedule Development CGP Leadership Team Meeting -Internship Grading and

	<p>Students in Team-based Scheduling Assemblies</p> <ul style="list-style-type: none"> -Coordinate, create and present HS info at 8th grade Parent Orientation Night -Coordinate URMN Nursing Workshop 	<p>write a Letter of Recommendation for every senior prior to their application deadlines (January 15th, Feb. 1st).</p> <ul style="list-style-type: none"> -Review 20-week grades and January Regents Results for all students, collaborate with teachers for needed supports and communicate with student and parent as needed -Process mid-year schedule changes -Monitor need for semester 2 AIS supports -IB Information Night, -WFLTCC Program Presentation at VSH -Send out 10 week internship mentor evaluation -Internship grades -Present SUNY/FLCC Registration Info to classes registering for Gemini in Spring 			credit computation
Feb.	<p>-11th grade classroom Naviance Presentations, -</p>	<p>-10th Grade Visit to WFLTCC</p> <ul style="list-style-type: none"> -student conference/inter 		FLCC Advisory Board	<p>Master Schedule Development</p> <ul style="list-style-type: none"> -Create NAR list from College

	Individual Annual Reviews Grades 8 and 11 -Pre-ACT Saturday Administration -Gemini classroom Presentations -Gemini Spring Registration	nship evaluations -Follow up with Seniors re college application -Manage list of students in need of Regents exams on June Regents Exams			Board for AP Exams
March	-Conduct Individual Annual Guidance Reviews Gr. 11 and 10 -10th grade classroom Naviance Presentations, -National College Fair Field Trip -Coordinate and supervise the Pre- ACT -Coordinate Careers in Healthcare field trip -Coordinate URMN Nursing Workshop	Review 25-week grades for all students, collaborate with teachers for needed supports and communicate with student and parent as needed -Write Scholarship and Award Recommendations		Finger Lakes Adv Mfg Enterprise (FAME) Meeting	Master Schedule Development
April	-Conduct Individual Annual Guidance Reviews for Gr. 9 and 10 -9th grade classroom Naviance Presentations -9th grade Study Skills Presentations -College/Financial Aid Night	Review 30-week grades for all students, collaborate with teachers for needed supports and communicate with student and parent as needed			Master Schedule Development -CGP Leadership Team Meeting -HS Programming Presentation to PIE -K-12 PPS Meeting

	<ul style="list-style-type: none"> -Instant Application Day for Seniors--MCC and FLCC -Accepted Students Days- Next Steps for MCC and FLCC -Organize Career in Sports field trip 				
May	<ul style="list-style-type: none"> -Conduct Senior Graduation Survey in Naviance 	<ul style="list-style-type: none"> -Review 35-week grades for all students, collaborate with teachers for needed supports and communicate with student and parent as needed -Resolve student schedule conflicts -Meet with Parents/Students regarding Scheduling questions and concerns 			Master Schedule Development -CGP Presentation to Curriculum Council
June		<ul style="list-style-type: none"> -Resolve student schedule conflicts -Coordinate Awards Night -Review timesheets for Internship grades & credits -Review 40-week grades and June Regents Exams for all students, collaborate with teachers for teacher rec's and communicate 			-Internship Grading and credit computation

		with student and parent as needed -Make Parent Phone Calls for Summer School and August Regents Exam Registration			
July		Student Schedules Student Support Placements - BOOST, Learning Lab, Accelerate U.			Data Collection and Verification for District level NYS Required Reporting and High School Profile -Update Senior Letter -Curriculum Review -Lesson Planning -Resource Vetting

TIER I

8TH GRADE PARENT INFORMATION NIGHT

LEARNING OUTCOMES	Introduce parents of 8th graders to our High School philosophy, program and processes.
TARGET GROUP	Parents of incoming 8th graders
STAFF ASSIGNED	High School Administrators, School Counselors, and Link Leaders
TIME	January, 6:30-8:00pm
MATERIALS & RESOURCES	Auditorium: PowerPoint Presentation for Administrators, PowerPoint Handouts for Parents, Copies of the Clubs & Activity Guide, Index cards/pens/pencils for parent questions
ASCA MINDSETS & STANDARDS	LS-1, LS-2, LS-4, LS-6, LS-8, SM-1, SM-5, SM-8, SM-10, SS-8

8TH GRADE SCHEDULING ASSEMBLY ____

LEARNING OUTCOMES	Assembly for 8th graders to explain course selection options for 9th grade. Includes presentations from all of the elective areas.
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TARGET GROUP	8th graders
STAFF ASSIGNED	School Counselors, Elective Department Representatives (Art, Music, Business, and Technology)
TIME	January, 60 minutes per day, 3 days
MATERIALS & RESOURCES	Auditorium: Computer, PowerPoint, 2 copies per student of the scheduling sheet for 9th grade, pencils
ASCA MINDSETS & STANDARDS	LS1, LS5, SM8,

FRESHMAN SEMINARS: INTRODUCTION TO GUIDANCE

LEARNING OUTCOMES	The purpose is to introduce all 9th grade students to the Counseling office and supports available. Information is also provided on transcripts, academic support and extracurricular activities. Goal setting is discussed and students establish a goal for their freshman year.
TARGET GROUP	All 9th grade students
STAFF ASSIGNED	School Counselors
TIME	1st semester; 30 minutes per group
MATERIALS & RESOURCES	Sample transcript, goal setting sheet, copies of the extracurricular guide booklet.
ASCA MINDSETS & STANDARDS	LS1, LS3, LS6

Support Resources Presentation: Who? What? Where? How?

LEARNING OBJECTIVES	Students will be able to identify the differences between stress and anxiety, sadness and depression. Students will learn about the mental health resources that are available at school and in the community. Students will identify self-care strategies they use to identify one adult at school that they can turn to for support.
TARGET GROUP	9th grade students
STAFF ASSIGNED	School Counselors, School Psychologists, School Social Worker
TIME	25 minutes
MATERIALS & RESOURCES	PowerPoint presentation, Self-care strategies "Ticket out the Door"
ASCA MINDSETS & STANDARDS	SMS 7, SMS 8, SMS 9, SS 3

Self-Regulation: Managing Unhealthy Thoughts and Beliefs

LEARNING OBJECTIVES	Students will be able to define unhealthy thoughts and identify strategies to overcome them.
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TARGET GROUP	All students Grades 10-12
STAFF ASSIGNED	Counselors, School Psychologists, and Social Worker
TIME	25 minutes
MATERIALS & RESOURCES	PowerPoint presentation, Strategies to manage unhealthy thoughts “Ticket out the Door”
ASCA MINDSETS & STANDARDS	SMS 7, SMS 8, SMS 9, SS 3

ANNUAL GUIDANCE REVIEW

LEARNING OUTCOMES	Students will evaluate their academic performance and progress toward meeting NYS graduation requirements in relation to their strengths, needs, interests and goals.. Students will select future courses given current teacher and counselor input as well as recommendations made by current teachers.
TARGET GROUP	All Students in Grades 9, 10, 11
STAFF ASSIGNED	High School Counselors
TIME	2nd Semester; Times will vary, depending on the student (typically 20-30 minute scheduled appointments).
MATERIALS & RESOURCES	Copy of Course Selection Sheet by grade level, computer for School Tool review of transcript, notes of teacher recommendations, and Course Selections. Each student is given a printout of the courses decided upon, as they leave, to share with parents.
ASCA MINDSETS & BEHAVIORS	M-2, M-4, LS-1, LS-4, LS-7, LS-8, LS-9, LS-10, SMS-8, SS-3,

Naviance Presentation--9th Grade

LEARNING OBJECTIVES	Students will be able to login to Naviance Student, understand the resources available through the platform, add activities to the Naviance Student Resume and understand the importance of being involved in the school and greater community.
TARGET GROUP	9th grade students
STAFF ASSIGNED	College Coordinator
TIME	30-45 minutes during each 9th grade English class
MATERIALS & RESOURCES	Laptop computer cart, slideshow presentation, projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty
ASCA MINDSETS & STANDARDS	LS5, LS4, LS6, SMS3,

Naviance Presentation--10th Grade

LEARNING OBJECTIVES	Students will complete Naviance Survey to understand existing strengths and their relationship to certain careers. Students will research resulting career paths and careers and explore careers of interest.
TARGET GROUP	10th grade
STAFF ASSIGNED	College Coordinator
TIME	45-60 minutes during each 10th grade English class.
MATERIALS & RESOURCES	Laptop computer cart, slideshow presentation, projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty.
ASCA MINDSETS & STANDARDS	LS 1, LS 4, LS 5, LS 6

Naviance Presentation--11th Grade

LEARNING OBJECTIVES	Students will explore colleges via the Naviance Student college search and/or Supermatch, identify those that match their interests in terms of size, major, location and other criteria the students consider important and add those colleges to the "thinking about list."
TARGET GROUP	11th graders
STAFF ASSIGNED	College Coordinator
TIME	60-85 minutes
MATERIALS & RESOURCES	Laptop computer cart, slideshow presentation projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty.
ASCA MINDSETS & STANDARDS	LS 1, LS 4, LS 5, LS 6

Naviance Presentation--12th Grade

LEARNING OBJECTIVES	Students will recognize the role of Naviance in the college application process including determining their application list, matching their common applications, identifying application types and managing deadlines, requesting transcripts, updating the resume, and completing the letter of recommendation profile. Students will understand the role of school counselors and teacher recommenders in the application process as well as their own role in the application process.
TARGET GROUP	12th graders
STAFF ASSIGNED	College Coordinator
TIME	60-85 minutes in each 12th grade English Class

MATERIALS & RESOURCES	Laptop computer cart, slideshow presentation, projector, Internet connection, college application checklist, scheduling and coordination with faculty.
ASCA MINDSETS & STANDARDS	LS 1, LS 4, LS 5, LS 6

COLLEGE NIGHT

LEARNING OUTCOMES	Individual college representatives facilitate small group presentations on college information to parents and students. Topics include College Majors, College Application Process, Financial Aid, NCAA, SUNY opportunities, 2+2 College programs.
TARGET GROUP	All students and families grade 9-12
STAFF ASSIGNED	9-12 counselors, College and Career Center staff
TIME	2 hour evening in the Fall
MATERIALS & RESOURCES	Computers, Local College representatives, College Board, ACT, FAFSA, Naviance, online registration form, organization of groups for presentations, email and newsletter notifications to students and parents, coordination and communication with college representatives and school counselors.
ASCA MINDSETS & STANDARDS	LS6, LS8, SM1, SM5, SM8, SS3

SENIOR CHECK IN

LEARNING OUTCOMES	Each senior will review and discuss info required by the NYSED, ASCA and NYSSCA for the Annual Guidance Review to address his/her post high school plan. Assistance is provided and tailored depending on the student's plan. Information on careers, military, apprenticeships, employment options, colleges and the college application process are some examples. The meeting includes a review of the student's high school transcript and continued discussion of their interests and goals.
TARGET GROUP	All 12th grade students
STAFF ASSIGNED	Guidance Secretary for calendar invite, School Counselors
TIME	Fall, 30 minutes, individual meetings
MATERIALS & RESOURCES	Computer, transcript, Naviance, copies of the College Process Timeline
ASCA MINDSETS & STANDARDS	LS-1, LS-3, LS-6, LS-8, SM-1 SM-4, SM-5

COLLEGE ADMISSIONS & FINANCIAL AID NIGHT

LEARNING OUTCOMES	Organize an informational presentation for parents regarding the college application and financial aid process.
TARGET GROUP	9-12 grade parents
STAFF ASSIGNED	College Coordinator and School Counselors
TIME	Spring
MATERIALS & RESOURCES	Computer, PowerPoint, auditorium, college representatives, online registration, analysis and organization of panel questions, email and newsletter notifications to students and parents, coordination and communication with college representatives and school counselors.
ASCA MINDSETS & STANDARDS	LS5, LS8

PRE-ACT

LEARNING OUTCOMES	Expose students to a sample test of the ACT to prepare them for the testing experience in the future.
TARGET GROUP	10th grade students
STAFF ASSIGNED	Counselors and teachers as proctors
TIME	Saturday in March for 8 hours
RESOURCES	ACT testing materials
ASCA MINDSETS & STANDARDS	LS1, LS3, LS4, LS7, SMS1, SMS2, SMS3, SMS4, SMS5, SS1

TIER 2**SUNY/FLCC "GEMINI" CONCURRENT ENROLLMENT PRESENTATION**

LEARNING OUTCOMES	Students will learn about the availability of concurrent enrollment opportunities and the benefits to earning college credit while still in high school. Assistance will be provided with the Registration Process.
TARGET GROUP	Grades 11 and 12
STAFF ASSIGNED	School Counselor
TIME	September and February, 30 minutes per eligible course
MATERIALS & RESOURCES	PowerPoint Presentation, FLCC Registration Materials
ASCA MINDSETS & STANDARDS	LS-1, LS-4, LS-6, LS-7, S-3, S-9

PLTW CAPSTONE CLASS PRESENTATIONS

LEARNING OUTCOMES	Identify potential career, college and scholarship opportunities for students interested in engineering.
TARGET GROUP	Grade 12 Project Lead The Way Students
STAFF ASSIGNED	School Counselor
TIME	85 minute class period
MATERIALS & RESOURCES	Naviance
ASCA MINDSETS & STANDARDS	LS1, LS5, LS7, LS8, SMS1, SMS3, SMS5, SS8, SS9

NCAA ELIGIBILITY CENTER

LEARNING OUTCOMES	Provide updates and new information regarding courses that will help a student qualify for participation in NCAA athletics in Div. 1 and 2.
TARGET GROUP	Potential Division 1 or 2 Student/Athletes
STAFF ASSIGNED	School Counselors
TIME	2nd semester as new courses are approved and/or course titles change.
MATERIALS & RESOURCES	New Course Descriptions from Curriculum Council to submit to NCAA for approval and building administrators
ASCA MINDSETS & STANDARDS	LS5, LS7, SM1

TIER 3**INDIVIDUAL COUNSELING**

LEARNING OUTCOMES	Students will develop skills related to the Mindsets and Behaviors that enhance student learning strategies, self-management skills and/or social skills.
TARGET GROUP	9th, 10th, 11th, 12th students, as needed
STAFF ASSIGNED	School Counselor, School Psychologist, or School Social Worker
TIME	30 minutes (scheduled); as needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	LS1-10, SMS1-10, SS1-9

ACCELERATE U

LEARNING OUTCOMES	Students identified as “at risk of not graduating” are considered for online course instruction. It is a credit recovery opportunity for students to allow them to continue to make progress.
TARGET GROUP	At risk students
STAFF ASSIGNED	School Counselor, administrator, teacher
TIME	Full academic year
MATERIALS & RESOURCES	BOCES
ASCA MINDSETS & STANDARDS	LS3, LS4, LS5, LS7, SM1, SM3, SM4, SM5, SM6, SM8, SS1,SS3,SS8

CONFLICT RESOLUTION/ MEDIATION

LEARNING OUTCOMES	Students will develop conflict resolution, social skills, and cooperative skills and understanding other student perspective. They will also demonstrate empathy toward others.
TARGET GROUP	9-12 students
STAFF ASSIGNED	School Counselor, School Psychologist, School Social Worker, or Administrator
TIME	As needed
MATERIALS & RESOURCES	Conflict & Response Form
ASCA MINDSETS & STANDARDS	SS1, SS2, SS4, SS6,SS8, SS9, SMS1, SMS2, SMS7

INDIRECT STUDENT SERVICES**K-12 COUNSELOR/PSYCHOLOGIST DEPARTMENT MEETING**

DESCRIPTION	District counselors and psychologists will meet to discuss best practice, professional development and the social, emotional, and academic supports for students.
STAFF ASSIGNED	Counselors, psychologists
TIME	1x/Month

COMPREHENSIVE GUIDANCE PLAN LEADERSHIP TEAM MEETING

DESCRIPTION	Leadership team meets to develop and revisit Comprehensive Guidance Plan.
STAFF ASSIGNED	Counselors

TIME	3x/Year
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PARENT MEETINGS

DESCRIPTION	Staff will meet with parents/guardians to discuss student progress/concerns.
STAFF ASSIGNED	Counselors, Teachers, Psychologists, Administrators, Service Providers
TIME	2x/year scheduled conferences and as needed

MASTER SCHEDULE and SPECIAL ED SCHEDULE

DESCRIPTION	Design and implement the HS Master Schedule.
STAFF ASSIGNED	School Counselors, Teachers, Administrators
TIME	2nd Semester

COURSE GUIDE

DESCRIPTION	Revise and publish the High School Course Guide each school year.
STAFF ASSIGNED	School Counselor
TIME	2nd Semester

AWARDS AND SCHOLARSHIPS

DESCRIPTION	Selection process to determine student eligibility and identify recipients for each award and scholarship offered.
STAFF ASSIGNED	School Counselors, Department input for related awards (Technology, Science, Social Studies, Art, Music, etc.)
TIME	2nd Semester

COUNSELING OFFICE NEWSLETTER

DESCRIPTION	College and Career information is provided monthly to all students to keep students and families informed. Important dates, activities and information is provided to keep all students updated on upcoming information.
STAFF ASSIGNED	9-12 School Counselors, Counseling secretary
TIME	monthly

DEPARTMENT LIAISON

DESCRIPTION	Counselors will work with individual departments to streamline
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	communication.
STAFF ASSIGNED	School Counselors
TIME	2X/School year

SCHOOL PROFILE

DESCRIPTION	Update our High School Profile with descriptions of our program offerings, graduation rates, and AP/IB statistics for colleges and universities to review in the application process.
STAFF ASSIGNED	Principal, Counselor, Administrative Assistant
TIME	30 minutes

COORDINATION OF COLLEGE BOARD / ACT INDIVIDUAL SPECIAL TESTING

LEARNING OUTCOMES	Indirect Student Support
TARGET GROUP	9-12 students with IEPs and 504 Plans
STAFF ASSIGNED	School Psychologist and School Counselors
TIME	Monthly

Mini IST

DESCRIPTION	Indirect Student Support re: At-Risk Students
STAFF ASSIGNED	Counselors, psychologists, social worker and administrators
TIME	Bi-weekly for 1 hour

PSAT COORDINATION

DESCRIPTION	Expose and prepare Juniors and accelerated Sophomores for the practice SAT. Includes: Classroom presentations, Mailings to parents, AM Announcements, Test Day Coordination, Proctor Coordination and Supervision, Test Materials package/send for scoring, Mail results to parents with cover letter.
STAFF ASSIGNED	School Counselors, teachers, and support staff as proctors
TIME	October day per academic year

ATTENDANCE MEETINGS

DESCRIPTION	Indirect student support to HS students with attendance concerns
STAFF ASSIGNED	Social Worker, School nurse, Attendance staff, Counselors
TIME	Bi-weekly

BOYS STATE COORDINATION

DESCRIPTION	Students attend a conference and gain recognition for their leadership roles through an essay and interview with a representative from the American Legion for Junior Boys.
STAFF ASSIGNED	School Counselors, Social Studies Teachers, American Legion Post
TIME	1 week

LETTERS OF RECOMMENDATION

DESCRIPTION	Write a comprehensive letter of recommendation to support each senior's college application
STAFF ASSIGNED	School Counselor
TIME	Fall Semester

CRISIS INTERVENTION

LEARNING OBJECTIVES	Students will learn effective coping skills for emotional regulation when in distress.
TARGET GROUP	9th-12th students, as needed
STAFF ASSIGNED	School Counselors, School Psychologists, or School Social Worker
TIME	As needed
MATERIALS & RESOURCES	N/A
ASCA MINDSETS & STANDARDS	SMS7, SMS9, SMS10, SS3, SS9

Admissions Counselor Visits to College & Career Center

LEARNING OBJECTIVES	Students will investigate the academic and extracurricular opportunities offered by visiting colleges and universities and compare them with other schools they have explored.
TARGET GROUP	Interested students in grades 9-12.
STAFF ASSIGNED	College Coordinator
TIME	30-45 minutes
MATERIALS & RESOURCES	College & Career Center Classroom, table and chairs (optional--computer and projector), Rep. visits, Naviance, College & Career Center calendar, email and newsletter notices and announcements to students and parents.

Student/Parent Meetings re College Planning, Application Process & Procedures

LEARNING OBJECTIVES	Students will identify and discuss academic interests and related college majors, understand the college search process, identify the college applications steps and related procedures.
TARGET GROUP	Interested students in grades 9-12 and parents
STAFF ASSIGNED	College Coordinator
TIME	45-60 minutes
MATERIALS & RESOURCES	Computer, college planning checklists, college application checklists, College Board Book of Majors, Naviance Careers, Naviance College Search, Naviance Journal, email and telephone communication and scheduling.

Rochester Area Colleges (RAC) Fair

LEARNING OBJECTIVES	Students will identify colleges in the Rochester area that meet their academic and extracurricular interests.
TARGET GROUP	Students in grades 11-12
STAFF ASSIGNED	College Coordinator
TIME	45 minutes
MATERIALS & RESOURCES	Tables, chairs, directional signs, college signs, college representatives, PA announcement, email, newsletter and poster notifications to students, parents and faculty, email and other communications with college representatives.

WNY Consortium of Colleges Fair

LEARNING OBJECTIVES	Students will identify colleges in the Western New York area that meet their academic and extracurricular interests.
TARGET GROUP	Students in grades 11-12
STAFF ASSIGNED	College Coordinator
TIME	45 minutes
MATERIALS & RESOURCES	Tables, chairs, directional signs, college signs, college representatives, PA announcement, email, newsletter and poster notifications to students, parents and faculty, email and other communications with college representatives.

Instant Application Day--MCC and FLCC

LEARNING	Students will meet with admissions counselors, evaluate and select a college
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OBJECTIVES	major, complete and submit the application and request their high school transcript.
TARGET GROUP	Interested 12th grade students
STAFF ASSIGNED	College Coordinator
TIME	60 minutes
MATERIALS & RESOURCES	Computer with Internet access for admissions counselors and access to log in to MCC application systems, Computer cart, projector, admissions counselor from community college, community college and Naviance handouts, facilities and computer cart scheduling.

Instant Application Day--SUNY Brockport

LEARNING OBJECTIVES	Students will review and discuss their applications, transcripts, resumes and other qualifications with the admissions counselor. Students will receive conditional acceptance or understand improvement steps they must take to earn admittance.
TARGET GROUP	Interested 12th grade students.
STAFF ASSIGNED	College Coordinator
TIME	10-15 minute interviews in a 2-3 hour time block
MATERIALS & RESOURCES	Computer with Internet access for admissions counselor and access to log in to SUNY Brockport application system, admissions counselor from SUNY Brockport, student transcripts, email and newsletter notifications to students and parents, interview schedule.

Follow-up with Seniors re College Applications

LEARNING OBJECTIVES	Students will list the colleges where they will apply, describe the status of their applications and formulate a plan to complete their college applications in a timely manner.
TARGET GROUP	12th grade students as needed
STAFF ASSIGNED	College Coordinator
TIME	10-20 minutes
MATERIALS & RESOURCES	Computer, Naviance, SchoolTool student schedule, college application checklist, highlighter, pen, email communication and scheduling.

National College Fair Field Trip

LEARNING OBJECTIVES	Students will identify colleges throughout the nation that meet their academic extracurricular and other interests, express their interest to the
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	admissions counselors and gather information about the colleges.
TARGET GROUP	Interested students in grades 10-11.
STAFF ASSIGNED	College and Career Center Staff, Counselors
TIME	2 hours 15 minutes
MATERIALS & RESOURCES	National College Fair at Riverside Convention Center, School Bus transportation, field trip forms and permission slips, college admissions counselors, student sign-up sheets, email, newsletter and notifications to students and parents.

Next Steps for Accepted Students--MCC/FLCC

LEARNING OBJECTIVES	Students will create their community college accounts, review the enrollment checklist, schedule placement testing and advising appointments and other required tasks to enroll in MCC.
TARGET GROUP	12th graders planning to attend MCC in the fall.
STAFF ASSIGNED	College Coordinator
TIME	60 minutes
MATERIALS & RESOURCES	Computer with Internet access for admissions counselor and access to log in to MCC admissions systems, computer cart, projector, student acceptance letters, student sign-up sheets, email, newsletter and notifications to students and parents.

Senior Graduation Survey

LEARNING OBJECTIVES	Students will complete the survey indicating their post-graduation plans including military branch, employment or college, college application results and college attending.
TARGET GROUP	12 grade students
STAFF ASSIGNED	College Coordinator
TIME	2-3 minutes per student during all 12th grade English classes. (60-85 minutes).
MATERIALS & RESOURCES	Computer, Naviance Graduation Survey, scheduling and coordination with faculty.

High School Internships

LEARNING	Students will develop an understanding of and interest in career paths.
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OBJECTIVES	
TARGET GROUP	Grades 11 and 12
STAFF ASSIGNED	Career Coordinator
TIME	September - June
MATERIALS & RESOURCES	Internship Application, consent form & expectations, timesheets, essay rubric, computer, contacts binder, master schedule, community members/businesses

Internship Student Meetings

LEARNING OBJECTIVES	Student meeting to explore areas of interest and possible placements
TARGET GROUP	Grades 11 and 12
STAFF ASSIGNED	Career Coordinator
TIME	September-June 30-60 minutes
MATERIALS & RESOURCES	Internship info packet, application, computer, contacts binder

Job Board/Student Employment

DESCRIPTION	Students will have access to current local employment opportunities.
TARGET GROUP	Grades 9-12
STAFF ASSIGNED	Career Coordinator
TIME	September-June
MATERIALS & RESOURCES	Computer, Community members

Scholarship List

LEARNING OBJECTIVES	Students will locate appropriate scholarships on the Naviance scholarship list.
TARGET GROUP	Interested 9-12 grade students.
STAFF ASSIGNED	College Coordinator
TIME	September - June

MATERIALS & RESOURCES	Naviance, scholarship materials and updates from scholarship sponsors, email and newsletter communications with students and parents, computer, scanner.
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SCHOLARSHIP ADVISEMENT

LEARNING OBJECTIVES	Students will discuss past experiences together with college and career plans and receive individualized assistance in locating appropriate scholarships on the Naviance scholarship list and identifying scholarship services where they can register for other scholarships. Students will plan to research scholarship opportunities through the Victor Dollars for Scholars program and other sponsored scholarships.
TARGET GROUP	Interested 9-12 grade students.
STAFF ASSIGNED	College Coordinator
TIME	30-60 minutes
MATERIALS & RESOURCES	Naviance Scholarship List, Scholarship Search Services, College & Career Center Office, computer, printer
ASCA MINDSETS & STANDARDS	LS 1, LS3, LS4,

HOMEBOUND INSTRUCTION COORDINATION

DESCRIPTION	Completing the application for district approval for homebound instruction and coordination of the delivery of instructional materials and assessments.
STAFF ASSIGNED	School Counselors
TIME	Ongoing, as needed

LESSON PLAN TEMPLATE

LEARNING OBJECTIVES	
TARGET GROUP	
STAFF ASSIGNED	
TIME	
MATERIALS & RESOURCES	
ASCA MINDSETS & STANDARDS	

