

HICKSVILLE PUBLIC SCHOOLS



COMPREHENSIVE SCHOOL COUNSELING PLAN K-12

HICKSVILLE PUBLIC SCHOOLS

Hicksville, New York

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HICKSVILLE PUBLIC SCHOOLS COMPREHENSIVE SCHOOL COUNSELING PLAN K-12

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HICKSVILLE PUBLIC SCHOOLS COMPREHENSIVE SCHOOL COUNSELING PLAN K-12

District Mission

All members of the Hicksville School Community, working together, will maintain expectations of excellence and pride, and implement programs and conditions which enhance the development of each individual's potential.

Our primary commitment is to teaching and learning. These fundamental objectives require a positive climate in which students are given the opportunity to gain the knowledge, skills, and work habits necessary to achieve future success and become productive citizens while developing self-esteem and a respect for individual differences.

School Counseling Vision

The vision for the Hicksville Public Schools School Counseling Department is that every student will acquire the academic, social/emotional, and college/career readiness skills so that they may reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

School Counselors

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HICKSVILLE PUBLIC SCHOOLS COMPREHENSIVE SCHOOL COUNSELING PLAN K-12 Role of the School Counselor

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

The role of the counselor is integral to the educational program and seeks to ensure a positive and fulfilling experience for all students. As leaders in their buildings, the counselors encourage and empower students to make productive and successful decisions. As advocates, school counselors believe, support, and promote every student's goal to achieve success. School counselors collaborate with all stakeholders both inside and outside the school system to bring people together for the common good of all students.

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

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive K-12 School Counseling Plan. School counselors will develop activities which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be evaluated annually and modified based on results to ensure that every student achieves success.

School counselors will follow the recommended practice of providing:

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

The Hicksville School Counseling Department has examined its current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department. We are proud to present the Hicksville Comprehensive K-12 School Counseling Plan.

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

What is a School Counseling Program?

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

A comprehensive school counseling program focuses on what all students from kindergarten through grade twelve should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student. The program is preventative in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventative manner.

School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

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

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

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

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

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

Benefits of a Comprehensive School Counseling Program

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

Benefits for Students

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

Benefits for Parents

- Provides support in advocating for their children's academic, career and social/emotional development
- Promotes partnerships in their children's learning and career planning
- Ensures academic planning for every student
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Enables parents to access school and community resources
- Provides informational workshops
- Connects to community and school-based services
- Provides data on student progress
- Ensures every child receives access to school counseling services
- Promotes a philosophy that some students need more and seeks to ensure they receive it

Benefits for Teachers

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

Benefits for Administrators

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

Benefits for the Board of Education

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

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program
- Provides a clearly defined role and function in the educational system
- Supports access to every student
- Provides direct service to every student
- Provides a tool for program management, implementation and accountability
- Seeks to eliminate non-school counseling activities
- Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Student Services Personnel

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

Benefits for Post-Secondary Education

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

Benefits for the Community

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

Elements of a Comprehensive K-12 School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published The ASCA National Model: A Framework for School Counseling Programs. This model has been researched and successfully implemented throughout the country. The model includes four components: Define, Deliver, Manage, and Assess. Information learned through the assessing process contributes to the continuous improvement of the school counseling program.

Define

The Define component includes the set of beliefs and philosophy which guides the program, the mission and the three student outcome domains of academic development, career development and social/emotional development. These create the “what” of the program; what every student will know and be able to do, what every student will receive as a benefit of a school counseling program.

Deliver

The Delivery System defines the implementation process and components of the comprehensive model including: the school counseling curriculum, individual student planning, responsive services, and system support. The Delivery System addresses how the program will be implemented.

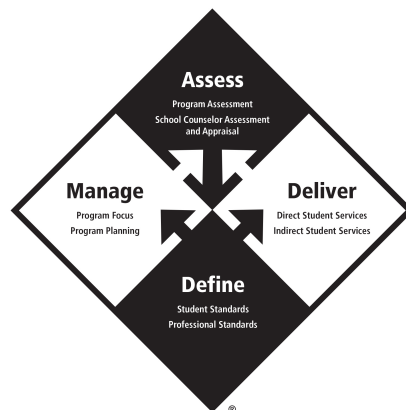
Manage

The Management System includes the organizational process and tools that may be used to deliver the comprehensive school counseling program. The tools may include use of data, action plans and calendars. The Management System addresses the when (calendar and action plan) the how (use of data), and who will implement, and on what authority (management agreement and advisory council).

Assess

The Assessing System demonstrates the effectiveness of the work of the school counselor in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic and behavioral success. It answers the question: “How are students different as a result of the program?” This will be achieved through the use of data. The Assessing System measures the school counseling program’s progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

Adapted from the ASCA National Model for School Counseling Programs.



American School Counseling Association (ASCA) National Standards

School counselors are actively committed to eliminating obstacles that students face and helping them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensures that all aspects of school counseling are considered for students to meet their academic, career, and social/emotional needs. The Standards offer an opportunity for school counselors, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the school's academic mission. It is designed to ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. School Counselors use them to help students achieve their highest potential. In accordance with the ASCA National Standards, the school counseling program facilitates student development in three broad domains (academic development, career development, social/emotional development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students. Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations. Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development. Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model

National Standards for School Counseling Programs Competencies and Indicators

ACADEMIC DEVELOPMENT

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

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time management and task management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interest and abilities

A:A3.4 Demonstrate dependability, productivity, and initiative

A:A3.5 Share knowledge

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

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family, and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school

A:B2.2 Develop an initial four-year plan

A:B2.3 Update and modify the four-year plan

A:B2.4 Use assessment results in educational planning

A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.6 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals

- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

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

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving, and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

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

C:C1. Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests which influence career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

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

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events Legend:
A:A-1. 1 = Academic Domain, Standard A, Competency 1, and Indicator 1

Adapted from the American School Counseling Association Standards

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

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

Category 2: Behavior Standards

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

Learning Strategies	Self-Management Skills	Social Skills
Demonstrate critical thinking skills to make informed decisions	Demonstrate ability to assume responsibility	Use effective oral and written communication skills and listening skills
Demonstrate creativity	Demonstrate self-discipline and self-control	Create positive and supportive relationships with other students
Use time-management, organizational, and study skills	Demonstrate ability to work independently	Create relationships with adults that support success
Apply self-motivation and self-direction to learning	Demonstrate ability to delay immediate gratification for long-term rewards	Demonstrate empathy
Apply media and technology skills	Demonstrate perseverance to achieve long- and short-term goals	Demonstrate ethical decision-making and social responsibility
Set high standards of quality	Demonstrate ability to overcome barriers to learning	Use effective collaboration and cooperation skills
Identify long-and short-term academic, career, and social/emotional goals	Demonstrate effective coping skills when faced with a problem	Use leadership and teamwork skills to work effectively in diverse teams
Actively engage in challenging coursework	Demonstrate the ability to balance school, home, and community activities	Demonstrate advocacy skills and ability to assert self, when necessary
Gather evidence and consider multiple perspectives to make informed decisions	Demonstrate personal safety skills	Demonstrate social maturity and behaviors appropriate to the situation and environment
Participate in enrichment and extracurricular activities	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

New York State Education Learning Standards for Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

and

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

Standard 1 - Career Development

Elementary

Career education begins in kindergarten and is exemplified by students who are knowledgeable about options and are prepared to enroll and succeed in any postsecondary experience without the need for remediation. All students possess the skills and knowledge needed to qualify for and succeed in their chosen field.

Students:

- Will be Introduced to careers and the world of work
- Will have opportunities to engage in “life roles including learner and worker”
- Will work to identify their interests, abilities, specific career clusters
- Helping students understand the connection between school and the world of work
- Will develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic
- Will develop factors key to future successes, such as self-efficacy and identity, motivation and perseverance

This is evident, for example: when students:

- Classify hobbies, favorite school subjects, interests, and special talents with their relationship to working with people, information, or things
- Identify favorite school subjects and special talents and relate them to specific occupations
- Explain reasons why people work, describe different occupations in their community, including those in public service, and how these occupations benefit others (e.g., firefighter, police officer, pharmacist, attorney, teacher)
- Identify long-range personal goals and relate their attainment to successful employment
- Identify common skills that would be important for success in the workplace and relate them to personal strengths and areas in need of improvement
- Describe nontraditional career options and provide examples of how the roles of men and women are changing in the home, workplace, and community (e.g., women in law enforcement and men in nursing)

Middle School

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

Students:

- Continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing
- Demonstrate an understanding of the relationship among personal interest, skills and abilities, and career research
- Understand the relationship of personal interest, skills, and abilities to successful employment
- Demonstrate an understanding of the relationship between the changing nature of work and educational requirements
- Understand the relationship of personal choices to future career decisions

This is evident, for example, when students:

- Identify characteristics and educational requirements of career options, including those considered nontraditional
- Reassess personal interests and abilities and match them to career options
- contrast the advantages and disadvantages of working for someone else with owning a business
- Re-evaluate long-range personal goals, including employment priorities such as salary, working conditions, and status
- Explain the importance of punctuality, dependability, integrity, and getting along with others for success in a work environment
- Work cooperatively in group situations and analyze the importance of using collective abilities in achieving group goals and objectives
- Explain through example how work can influence an individual's lifestyle

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

High School

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

Students:

- Complete the development of a career plan that would permit eventual entry into a career option of their choosing
- Apply decision-making skills in the selection of a career option of strong personal interest
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities

This is evident, for example, when students:

- Re-evaluate long-range personal goals and match them to a career option
- Prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option
- Prepare a research paper that contains:
 - details of three specific jobs within the career option
 - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment
 - the number of job openings in the career option
 - list of three post-secondary programs offering advance study/training in the career option
 - entrepreneurial possibilities
- Develop resumes and letters of applications and demonstrate effective interviewing techniques that could be used to gain entry into a career option
- Design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal

Hicksville High School

Activities

High School Activities

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ACTIVITY: 9th Grade Orientation

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

DELIVER

Need	Preparation
To Transition students by inquiring information about the high school.	Letter sent home, robocall, school messenger

DEFINE

Objective
Prepare entering 9th grade students for the expectations, rigor, and credit requirements of the high school.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A, Standard A:B2, Career Development: Standard C</p> <p>Mindset: Mindset Standards (1-6); Behavior Standards: LS (3,6,7,), SMS (1,2,10), SS (2, 3)</p> <p>CDOS Standard: Standard 2</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9	August	45 minutes
Procedure	Staff	Resources
Administrators will review high school procedures and policies through assemblies. Counselors and current students will present graduation requirements, counseling resources, provide advice in small groups, and pass out student schedules.	Administrators, school counselors, current students	Student schedules

ASSESS

Evaluation	Outcome
Student attendance	Students will acquire an initial and comprehensive understanding of the high school. They will become familiar with school procedures and policies. They will also obtain information regarding every opportunity available in the high school.

ACTIVITY: 10th Grade Career Exploration

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Students need to explore interests to determine career paths and the educational requirements necessary for a future in those fields.	Schedule sessions with each English class. Administer Career Interest Profiler and Road trip Nation during scheduled classes.

DEFINE

Objective
To have students explore their interests and careers to facilitate their college selection process.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:B2, A:C1; Career Development: C:A1, C:B1, C:C1; Personal/Social Development: PS:B1</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 3-9), SMS (1-8, 10), SS (1, 6, 7)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
10	April	40 minutes per class
Procedure	Staff	Resources
Meet with students through their English classes to take the Career Interest Profiler through the Naviance software. Reset usernames and passwords as needed for Naviance. Explore Road trip Nation with the class.	School counselors	Students' Chromebooks, Naviance career software.

ASSESS

Evaluation	Outcome
Students will complete the Career Interest Profiler.	10th grade students will be knowledgeable of their interests and career paths to make better informed decisions about their courses of study.

ACTIVITY: ACCES VR Meeting

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

Need	Preparation
Special Education students have the opportunity to plan for post-secondary success with a counselor from ACCES VR.	Letter home Review of student's post-secondary goal

DEFINE

Objective
Special Education students will have a plan for their transition out of high school.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A:C1.5, A:C1.6 Career Development: Standard C:A1.7, C:A1.9, C:B1.1, C:B1.2, C:B1.3, C:B1.5, C:B2.1, C:C1.6, C:C2.1</p> <p>Mindset: Mindset Standard: (1-6); Behavior Standards: LS (1,4,6,7,9), SMS (1,4,6,10), SS (3,5,8,9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3a, Standard 3b</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	Ongoing	20 minutes
Procedure	Staff	Resources
Students and parents/guardians will be invited to meet with the ACCES VR counselor. Students, parent/guardian, school counselor, and ACCES VR counselor will meet to discuss the student's post-secondary plan	Counselors ACCES VR Counselor	Transcript

ASSESS

Evaluation	Outcome
Students and guardians will give verbal feedback.	Students and guardians will be better informed of opportunities available to them post-graduation.

ACTIVITY: Agency Referrals

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

DELIVER

Need	Preparation
Student safety and wellness	Compile data and evidence for referral and inform building administrator

DEFINE

Objective
To support students when their safety may be compromised and to report incidents as mandated
ASCA Standards Domain: Personal/Social Development: Standard A, Standard B, Standard C Mindsets and Behaviors: Mindset Standards(1, 2, 3, 6); Behavior Standards: LS(3, 4), SMS(1, 2, 3, 4, 5, 6, 7, 9, 10), SS(2, 3, 4, 5, 6, 8, 9) CDOS: N/A

MANAGE

Target Grade	Time Frame	Activity Duration
K - 12	When necessary	30 min - 1 hour
Procedure	Staff	Resources
When students come to counselors or any other school personnel describing an incident that warrants referring to an outside agency. If a physical injury is reported, the student should be seen by the school nurse for documentation.	Any mandated reporter who works in the school including all faculty, School Counselors, Social Workers, Psychologists, Nurses, and Administrators	List of agencies, Referral forms

ASSESS

Evaluation	Outcome
Students are in a safe mindset and do not have the desire to hurt themselves or others.	Students are safe and supported, allowing them to refocus on their education.

ACTIVITY: Alumni Day

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

Need	Preparation
Students need to become aware of post-secondary education opportunities	Invite alumni via Naviance e-mail, confirm alumni attendance for each session, secure space in the school, sign students up for event, invite teachers to attend with classes

DEFINE

Objective
Students will hear from a panel of Hicksville Alumni and will ask questions in an assembly format, as well as, one on one format to learn about preparation for college and the college experience
<p>ASCA Standards</p> <p>Domain: Academic Development- Standard A, Standard B, Standard C. Career Development- Standard A, Standard B, Standard C</p> <p>Mindsets and Behaviors: Mindset Standards(1-6), Behavior Standards: LS(7, 9), SMS(10), SS(1, 2, 6, 8, 9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3b</p>

MANAGE

Target Grade	Time Frame	Activity Duration
11-12	November	1 full day
Procedure	Staff	Resources
Students will be made aware of Alumni Day through Naviance e-mail, school announcements, classroom announcements, and Google Classrooms. Students will sign up to attend one or more sessions, ask questions of the alumni, hear about the college, programs, activities, and how students might prepare to succeed in college.	High school counselors and some teachers	High school counseling center, Kristoff Theatre, and High School Library

ASSESS

Evaluation	Outcome
Attendance of those students who attend	Students will have a better understanding of how to prepare and what to expect in college

ACTIVITY: Annual Review of Counselor Plan

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

DELIVER

Need	Preparation
To review the current school counseling plan and make adjustments	Counselors and administrators will review the counselor plan to update according to NYS and ASCA standards

DEFINE

Objective
To ensure the school counseling program is reflective of the needs of the students, parents, faculty, and community
ASCA Standards Domain: Academic Development Standard A, Standard B A:B1.2, Standard C Mindset: Mindset Standards: (1); Behavior Standards: LS (2,6,9), SMS (5), SS (1, 3, 6, 7, 8) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
K-12	Bi-annually	1 hour
Procedure	Staff	Resources
Meet with a committee of stakeholders and review the school counseling program	Counselors Administrators	Copy of Comprehensive School Counseling Plan

ASSESS

Evaluation	Outcome
N/A	School Counselor plan will meet NYS and ASCA standards, and counselors will update based on changing roles

ACTIVITY: Advanced Placement Exam Administration

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Students need to take their AP exams	Previous student online registration, order tests, determine proctoring schedule, print rosters

DEFINE

Objective
To implement administration of AP exams
<u>ASCA Standards</u> Domain: Academic Development: A:A3, A:B2 Mindsets and Behaviors: Mindset Standards: (2, 4-6); Behavior Standards: LS (3, 6-8), SMS (1, 5) CDOS: Standard 2, Standard 3A

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	May	3 weeks
Procedure	Staff	Resources
AP exams are administered through the Counseling Department	School Counselors, Chairperson for Guidance Services, AP Coordinator	Testing rooms, gym, testing materials, testing schedule and proctors

ASSESS

Evaluation	Outcome
Percentage of students who take AP exams	Students will take their AP exams

ACTIVITY: Advanced Placement Exam Proctoring

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Students who are in Advanced Placement classes will be given the opportunity to prepare for college and challenge themselves with college level exams	Take attendance, organize testing rooms, read testing script, actively monitor students

DEFINE

Objective
Students take the Advanced Placement exam for the AP classes they are taking
<p>ASCA Standards</p> <p>Domain: Academic Development- Standard A, Standard B</p> <p>Mindsets and Behaviors: Behavior Standards: LS(6), Social Skills(1, 5, 9)</p> <p>CDOS: N/A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	May	2 weeks
Procedure	Staff	Resources
Students will be made aware of the Advanced Placement exams through their AP teachers and announcements. Students will sign up for their exams in the Counseling Center, and sit for the exam in the assigned testing room. Counselors proctor the exams.	School counselors, teacher assistants, and secretaries	High school counseling center, classrooms, and gymnasium

ASSESS

Evaluation	Outcome
Results of exams are sent to students over the summer via College Board	Students will have a better understanding of how to prepare and what to expect on college exams

ACTIVITY: Advanced Placement Exam Registration

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

DELIVER

Need	Preparation
Students need to register for their AP exams	Letters are mailed home with the information to register and pay, registration list is compiled, and exams are ordered

DEFINE

Objective
To provide students the opportunity to register for AP exams.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:A3, A:B1, A:B2</p> <p>Mindsets and Behaviors: Mindset Standards: (5, 6); Behavior Standards: LS (1, 7-9), SMS (1, 5), SS (5)</p> <p>CDOS: Standard 2, Standard 3A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	October	2 weeks
Procedure	Staff	Resources
Letters are sent home with information and prices to register for AP exams. Students report to the School Counseling Center with their registration forms and payment	School counselors, secretaries, and AP Coordinator	Letters with parent communication. Registration forms. Spreadsheets. Money boxes

ASSESS

Evaluation	Outcome
Student registration will be examined	Students enrolled in AP classes will register to take their AP exams

ACTIVITY: Back to School Night

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Parents/guardians need information regarding their child’s current course expectations	Parents can review their child’s schedule on PowerSchool

DEFINE

Objective
To provide guardians with information regarding current academic programming, thus enhancing communication and promoting support for student’s academic success
<p>ASCA Standards</p> <p>Domain: Academic Development Standard A: A:A1.5, A:A2.2, Standard B A.B1.4</p> <p>Mindset: Mindset Standards: (1,3,5,6); Behavior Standards: LS (3,6,7,9), SMS (1,8,10), SS (2,3)</p> <p>CDOS: Standard 2</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	September	2 hours
Procedure	Staff	Resources
Parents follow an abbreviated class schedule of their child’s typical school day, teachers disseminate information regarding expectations for each course, and parents are encouraged to visit counselor and other related service providers	School counselors, administrators, teachers, and support staff	Classrooms, appropriate handouts, and student schedules

ASSESS

Evaluation	Outcome
Guardians give verbal feedback.	Communication between school and home is enhanced, promoting academic success for students

ACTIVITY: BOCES Student Conferences

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

DELIVER

Need	Preparation
Students may apply to attend BOCES for the following school year	Transcripts and Quick Lookups of each student

DEFINE

Objective
Meet with each student applicant, listen to and advise students in their future career plans
<p>ASCA Standards Domain: Academic Development, Career Development A:A1, A:A2, A:A3 , A:B1, A:B2, C:C1, C:C2, C:A1, C:A2, C:B1, C:B2 Mindsets and Behaviors: Mindset Standards (1-6); Behavior Standards: LS (1, 4, 6, 7, 9, 10), SMS (5, 6, 7, 8, 10), SS (1, 2, 3, 8, 9) CDOS:Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
10-12	January	15 minutes
Procedure	Staff	Resources
Inform students about the BOCES application procedure during scheduling push-in sessions, collect student's BOCES applications, conduct committee interviews with each student	School counselors	BOCES program offerings guide

ASSESS

Evaluation	Outcome
BOCES will evaluate the students that are approved in the high school	Each student will receive a decision from the committee

ACTIVITY: Career Fair

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

DELIVER

Need:	Preparation:
Students will be exposed to careers and the educational requirements necessary to qualify for jobs in those fields	School counselors host volunteers from various occupational backgrounds

DEFINE

Objective:
Students will explore careers that fit their interests and abilities, facilitating their college major and career choices

ASCA Standards

Domain: Academic Development: Standard A, AC:1; Career Development: Standard A, Standard B, Standard C

Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (4,7,9,10), SMS (1,3,5,8,10), SS (1-9)

CDOS: Standard 1, Standard 2, Standard 3A, 3B

MANAGE

Target Grade:	Time Frame:	Activity Duration:
9-12	Spring	2 hours
Procedure	Staff	Resources
Students in grades 9-12 are invited to attend a career fair to interview representatives from various career fields, students will be exposed to multiple occupations, and are free to interview individuals representing careers that are interesting to them	School counselors, teachers, and custodians	Parents, community members, and volunteers from different occupations

ASSESS

Outcome	Evaluation
Students will be knowledgeable of several career paths, as well as the educational expectations and requirements for those careers	Students will complete interview forms

ACTIVITY: Child Protective Services Referrals

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

DELIVER

Need	Preparation
Students need to be kept safe.	Inform school administrator, compile data and evidence for referral, fill out form, and call CPS to file report

DEFINE

Objective
To support students when their safety may be compromised and report incidents as mandated reporters
<p>ASCA Standards</p> <p>Domain: Personal/Social Development: PS:B1.5, PS:C1.2, PS:C1.6</p> <p>Mindsets and Behaviors: Mindset Standards: (1-3); Behavior Standards: LS (1, 9), SMS (1, 2, 4-10), SS (3-6, 8, 9)</p> <p>CDOS: Standard 2</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9th-12	School year	As needed
Procedure	Staff	Resources
When students report to counselors or any other school staff an incident that warrants reporting to the Department of Social Services or Child Protective Services, that initial person is obliged to call CPS and file a report. The appropriate school administrator is informed and CPS is called. If a physical injury is reported, the student is also referred to the school nurse. If a CPS worker visits the school, the counselor may accompany the student during questioning. Counselors will follow up by taking any necessary and appropriate steps as needed.	All faculty, counselors, social workers, teachers, psychologists, nurses, and administrators are mandated reporters.	Referral form, phone number, Child Protective Services, and Department of Social Services

ASSESS

Evaluation	Outcome
Students are safe and their relationship with their family improves. Results of the investigation to determine abuse are made by the agency.	Students are safe and supported, allowing them to focus on their education. Agency investigates allegations.

ACTIVITY: College Application Processing

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Counselors need to support college application completion.	Review student materials

DEFINE

Objective
To provide students with year-long school counseling and supervision in the college selection and application process
<u>ASCA Standards</u> Domain: Academic Development: Standard A: B1 and A: B2 Mindsets and Behaviors: Mindset Standards: (2, 4, 5, 6), Behavior Standards: LS (1, 3, 8, 10), SS (1, 8) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
12	All year	As needed
Procedure	Staff	Resources
Students meet repeatedly with their counselors to review the selection process, ask questions and review college applications. Mid-year marks are forwarded to colleges as required. Final grades are mailed to the college of choice.	Counselors, guidance secretaries, teachers	College applications, transcripts, recommendations, computers, time consideration per student (# of applications x amount of time needed to process each student), multiple meetings from September to June

ASSESS

Evaluation	Outcome
Colleges evaluate applications and decide whether or not students are accepted.	Students select appropriate colleges and programs. Materials are sent to the colleges.

ACTIVITY: College Planning Night

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

DELIVER

Need	Preparation
Students and parents will receive additional information on college admission requirements from admissions officers.	Invite college admission officers

DEFINE

Objective
Students and parents will have an understanding of the college admissions requirements.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A:A2.2, A:A3.1, Career Development: C:A1.1, C:A1.6, C:A1.7, C:B1.1, C:B1.3, C:B1.5, C:B1.6, C:C1.1, C:C2.1</p> <p>Mindset: Mindset Standards: (1,2,4,5); Behavior Standards: LS (1,4,6,7,9,10), SMS (1,5), SS (3,9)</p> <p>CDOS: Standard 1, Standard 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
11	April	2 hours
Procedure	Staff	Resources
College admission officers will present panel style, will answer questions and discuss the pieces of a complete college application, will meet with students and parents individually to answer individual questions.	Counselors and administrators	Auditorium and college representatives

ASSESS

Evaluation	Outcome
Student and guardian feedback	Students and guardians will become better informed on how to proceed with their college and career plans.

ACTIVITY: College Tours

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

DELIVER

Need	Preparation
Students need to be exposed to a college campus tour.	Field trip forms, securing transportation, and securing college(s) to visit

DEFINE

Objective
Students will be able to gain a better understanding of the admissions process and begin developing a feel for what they are looking for in a college or university.
<p>ASCA Standards</p> <p>Domain: Career Development: Standard C, C:A1.7, C:B1.2C:C1.1, C:C1.3, C:CS.1</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 4, 7, 9), SMS (5, 10), SS (2, 3, 9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
10-12	Throughout the year	1 day
Procedure	Staff	Resources
Students will spend a day on a college campus meeting with admissions officers, individual departments, the student center, library, and tour classrooms and dorms.	School counselors, staff and admission representatives	Bus and college campus

ASSESS

Evaluation	Outcome
Student feedback	Students will have a better understanding of preparation necessary for college readiness.

ACTIVITY: College Visits

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

DELIVER

Need	Preparation
Students need to become aware of post-secondary education opportunities in their college selection process.	Confirming attendance of representatives, signing students up for event, and reserving space in building

DEFINE

Objective
Students will meet with college representatives to gather information and determine their mutual compatibility.
<p>ASCA Standards</p> <p>Domain: Career Development, Standard C, C:A1.7, C:B1.2C:C1.1, C:C1.3, C:CS.1</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6), Behavior Standards: LS (1, 3, 6, 7), SMS (1, 3, 10), SS (1, 3, 8, 9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	All year	40 minutes
Procedure	Staff	Resources
Students will be made aware of college visits through Naviance e-mail, school announcements, and Google Classrooms. Students attend the sessions, ask questions, and hear from the representative about the college, programs, requirements, athletics, activities, and other relevant information.	High school counselors and admission representatives	High school counseling center

ASSESS

Evaluation	Outcome
Students will narrow their list of desirable colleges.	Students will have a better understanding of various college program offerings.

ACTIVITY: Common Application Login

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

DELIVER

Need	Preparation
12th grade students need assistance linking their Common Application to their Naviance accounts.	Create lesson schedule and reserve computer lab

DEFINE

Objective
Have students familiarize themselves with the college application website, waive their FERPA rights, and begin their college applications
<p>ASCA Standards</p> <p>Domain: Career Development: Standard C:B1.6</p> <p>Mindsets and Behaviors: Mindset Standards: (4); Behavior Standards: LS(1,5,7). SMS(3,4,10), SS(1)</p> <p>CDOS: Standard 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	September	42 minutes
Procedure	Staff	Resources
Bring 12th grade classes into computer labs, have students log-in to Naviance and create a Common App account, guide students through Naviance account matching, FERPA waiver, and letter of recommendation requests.	Counselors	Computer lab and appropriate handouts

ASSESS

Evaluation	Outcome
Student feedback	12th grade students will have a Common Application created and linked it to the FERPA waiver form.

ACTIVITY: Credit Checks

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

DELIVER

Need	Preparation
To ensure students are on track for graduation	Review historical grades and transcripts

DEFINE

Objective
To maintain the accuracy of student records and schedules
ASCA Standards Domain: Academic Development: Standard A:B2.2, A:B2.3, A:B2.4, A:B2.5 Mindset: Mindset Standards (6); Behavior Standards: LS(2,3,6,7,10), SMS(1), SS(1,3) CDOS: N/A

MANAGE

Target Grade	Time Frame	Activity Duration
8-12	Ongoing	8 hours
Procedure	Staff	Resources
Verify current student courses and Regents grades from previous years and update credit checks.	Counselors and administrators	Current transcripts

ASSESS

Evaluation	Outcome
Information in PowerSchool and Naviance	Counselors will maintain accurate records to ensure graduation requirements are met. Information sent to colleges and other high schools will accurately reflect student achievement.

ACTIVITY: Crisis Counseling

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

DELIVER

Need	Preparation
Students who need immediate counseling	Professional Development

DEFINE

Objective
Resolve conflicts that interfere with student success
ASCA Standards Domain: Personal/Social Development: Standard C: PS:C1 Mindset: Mindset Standards (1-3, 6); Behavior Standards: LS (1,9), SMS (1,2,7,9,10), SS (2,3,4,5,8,9) CDOS: N/A

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	Ongoing	As needed
Procedure	Staff	Resources
Administrators, counselors, social workers, and school psychologists address issues that arise throughout the school year.	Administrators, counselors, social workers, psychologists	Varies as needed

ASSESS

Evaluation	Outcome
Report Cards, attendance, progress reports	Student is able to better regulate emotions and proceed with their day.

ACTIVITY: Diploma Designation

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Graduating seniors need to be assigned a diploma designation.	Transcripts, credit checks, and calculator

DEFINE

Objective
Assign a diploma designation for each graduating senior
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A, A:A1, A:A2, and A:A3</p> <p>Mindsets and Behaviors: Mindset Standards: (5, 6); Behavior Standards: LS (3, 4, 6, 7, 8, 10), SS (1)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	June	One week
Procedure	Staff	Resources
Counselors review graduation requirements met by each student in addition to number of regents exams completed. Grades are calculated to determine honors or mastery achievements.	Counselors	Transcripts

ASSESS

Evaluation	Outcome
Spreadsheet of all graduating seniors and a diploma designation	Each graduating senior will have a validated transcript and a diploma designation.

ACTIVITY: ENL Career Exploration Field Trip

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
ENL students need to become aware of post-secondary education opportunities and career options.	ENL students are invited and provided with the information letter and field trip form to attend. Sites are arranged for visits.

DEFINE

Objective
Students will attend BOCES, a local college, and/or a job placement site to explore post-secondary career opportunities.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:A1, A:B2; Career Development: C:A1, C:A2, C:B1, C:B2, C:C1, C:C2; Personal/Social Development: PS:B1</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	School year	One day field trip
Procedure	Staff	Resources
Students will be invited to attend BOCES, a local college, and/or a job site such as a hospital to talk directly to representatives to receive career and/or higher education information.	All school counselors, ENL teachers	Bus, field trip location, handouts

ASSESS

Evaluation	Outcome
ENL students will narrow their list of desirable post-secondary options.	ENL students will have a better understanding of various career options.

ACTIVITY: ENL Parent Student University

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
ENL parents/guardians and students need specific information unique to their experiences to learn about education in New York State.	ENL class push-ins to inform the ENL students of the evening programs, letters are given to students for their parents, school messenger communication to promote attendance, order dinner, and invite guest speakers

DEFINE

Objective
To provide parents/guardians with information regarding various themes to support the academic and social development of their children
<p>ASCA Standards Domain: Academic Development Standard C, Career Development Standard B, Personal/Social Development Standard A & Standard C Mindset and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (4,6,7,10), SMS (2,4-8,10), SS (2-6,9,10) CDOS: Standard 1</p>

MANAGE

Target Grade	Time Frame	Activity Duration
K-12	2-4 evening programs	2 hours
Procedure	Staff	Resources
ENL parents and students will be invited to attend the Parent Student University to learn about various topics throughout the year. Dinner is provided to promote community inclusion. Presentations are provided simultaneously in English and Spanish. These presentations may include drug/alcohol prevention, immigration hardships, college planning, child development, or character education.	ENL teachers, all school counselors, Chairperson for Guidance Services, National Honor Society advisor and volunteers, Supervisor of ENL, World Languages and Activities	Parent communication letters, guest speakers, and dinner

ASSESS

Evaluation	Outcome
Written evaluation survey from participants and collect attendance data	Parent/guardian involvement is enhanced, promoting academic success and inclusion

ACTIVITY: ENL Programming

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

DELIVER

Need	Preparation
To meet the specific needs of ENL student success	Counselors & department supervisors will coordinate a meeting to discuss each student and their academic/language needs.

DEFINE

Objective
To appropriately place ENL students as per their NYSESLAT results
ASCA Standards Domain: Academic Development Standard B and Standard C Mindset and Behaviors: Mindset Standards: (5); Behavior Standards: LS (6), SMS (5) SS (6) CDOS: Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
8-12	January	Ongoing
Procedure	Staff	Resources
Create and review of students schedules and current performance to appropriately place them for the following school year	All school counselor, Chairperson of Guidance Services, Supervisor of ENL, World Languages and Activities	Scheduling materials, student records, IEP information, and NYSESLAT scores

ASSESS

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

ACTIVITY: ENL Workshops

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

DELIVER

Need	Preparation
ENL students need exposure to specific topics that will support their academic achievement, career exploration, and mental health.	Bilingual guest speakers will be identified and invited to make two presentations to ENL students (one in English and one in Spanish), Handouts will be prepared, and computer equipment will be arranged, if necessary. Passes given to all ENL students.

DEFINE

Objective
To provide exposure to a variety of topics targeting the ENL population’s unique needs such as post-secondary options, career options, mental health, etc.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:A1, A:A2, A:A3, A:B2, A:C1; Career Development: C:A1, C:A2, C:B1, C:B2, C:C1, C:C2; Personal/Social Development: PS:A1, PS:A2, PS:B1, PS:C1</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	School year	1-2 periods per workshop
Procedure	Staff	Resources
ENL students are given passes to attend a workshop to learn about a specific topic. Guest speakers are invited to present in English for non-Spanish speaking ENL students and in Spanish for Spanish speakers.	All school counselors, Chairperson for Guidance Services	Kristoff Theater reservation, attendance, guest speaker invitation, passes for students

ASSESS

Evaluation	Outcome
Attendance will be taken and verbal feedback will be given by students in Q&A.	ENL students will be knowledgeable about specific topics that will help them be more successful in school and in life.

ACTIVITY: Financial Aid Night

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

DELIVER

Need	Preparation
Parents and students need information regarding financial planning for college and how to complete financial aid forms.	Contact speakers, robocall, and Eblast to all parents and students.

DEFINE

Objective
To provide financial planning information and support for parents and students for the complex process of applying for financial aid.
<p>ASCA Standards Domain: Career Development Standard: C:A1.7, C:B1.6 Mindset: Mindset Standard: (4), Behavior Standards: LS (3,9,10), SMS (6,10), SS (1,3) CDOS: N/A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
11-12	September	1 hour
Procedure	Staff	Resources
A financial aid expert will present on topics including FAFSA and CSS Profile.	Financial aid experts, School counselors	PowerPoint, handouts.

ASSESS

Evaluation	Outcome
Parent feedback, attendance	Parents and students will better understand the college financial aid planning and application process.

ACTIVITY: Individual Counseling

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

DELIVER

Need	Preparation
On occasion, students in the building need to meet with their counselors regarding various topics. They may have questions or concerns that the school counselor can assist in helping.	Counselors must have knowledge of various online sites to assist the student. Counselors need to have different help lists available.

DEFINE

Objective
Individual counseling to assist students in the areas of academics, social relationships, career goals, personal issues and post-secondary planning.
ASCA Standards Domain: Academic Development Standard A, Personal/Social Development Standard A and Standard B Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,3,4,6,7,9,10), SMS (1,2,4-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3A, 3B

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	As needed.	15 min - 1 hour
Procedure	Staff	Resources
Students will access the counselor calendar through the district website and schedule a meeting at their desired time. Students will come to the School Counseling Center prior to their appointment to obtain a pass. On the day of the appointment, student will show pass to classroom teacher and come to the counseling office. The counselor and student will meet in the individual counselor's office to speak in private. Other support staff or parents may be included, if necessary.	Counselor, if needed assistant principals, teachers, parents, social workers, and psychologists.	PowerSchool, Naviance, College board, extra help schedule, clubs lists.

ASSESS

Evaluation	Outcome
Student feedback and if necessary parent feedback is obtained.	Student adjustment to high school will improve. Students will become aware of their academic strengths and weaknesses. Students will identify and appropriately verbalize changes in feelings and behavior.

ACTIVITY: Internships and Work Experience

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

DELIVER

Need	Preparation
Students need to gain first-hand experience in their chosen field.	Discussion with the students, internship application.

DEFINE

Objective
To allow students the opportunity to gain first-hand experience in a workplace that they are interested in pursuing as a career.
<p>ASCA Standards</p> <p>Domain: Career Development Standards: Standard C:A2, C:C2</p> <p>Mindsets and Behaviors: Mindset Standards: (2,4); Behavior Standards: LS (3,4,7), SMS (1,2,3,5,6,8,10), SS (1,3,5,6,7,9)</p> <p>CDOS: Standard 1, Standard 2, Standard 3a, Standard 3b</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	September through June	40 to 80 minutes per day
Procedure	Staff	Resources
During programming, rising seniors will choose to take an internship as their elective. Students will have to get an application from the counseling department and complete all necessary paperwork.	School counselors, internship teacher, work-based coordinator.	Work-Based Coordinator

ASSESS

Evaluation	Outcome
Senior participation rate in the internship program.	12th grade students will be able to get hands on experience in a job field the student is interested in pursuing.

ACTIVITY: Junior Assembly

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

DELIVER

Need	Preparation
Students require additional information and assistance as they continue to plan post high school activities.	Update PowerPoint and reserve auditorium.

DEFINE

Objective
To inform students of available college and career resources in the high school and to help facilitate their post-secondary school career and education search.
ASCA Standards Domain: Career Development: Standard C: A1.1, C:A1.6, C:A1.7, C:B2.1, C:B2.2 Mindsets and Behaviors: Mindset Standards: (1,2,4); Behavior Standards: LS (4,5,7), SMS (1,2,4,5), SS (3,9) CDOS: Standard 1, Standard 3b

MANAGE

Target Grade	Time Frame	Activity Duration
11	January	42 minutes
Procedure	Staff	Resources
Call student groups down to the auditorium. Deliver a PowerPoint on the post-secondary planning process.	Counselors	PowerPoint, appropriate handouts.

ASSESS

Evaluation	Outcome
Students give verbal feedback.	Students will become better informed on how to proceed with college and career plans.

ACTIVITY: Junior Conference

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

DELIVER

Need	Preparation
11th grade students and guardians need specific information regarding careers, college majors, college or career application process, and their progress towards graduation and their goals.	Review information to be covered and given out in conference folder Update all sheets Review transcript

DEFINE

Objective
To explain the college/career application process, gather information on future plans, and give information on college that is specific to the individual student's needs.
ASCA Standards Domain: Academic Development: A:A1.3, A:B1.4, A:B2.2, A:B2.4, A:B2.6, A:B2.9, A:C1.1, A:C1.3, A:C1.5, A:C1.6 Mindset: Mindset Standards: (1-6), Behavior Standards: LS (1,3,4,5,6,7,9), SMS (1,2,4,5,6,8,10), SS (1,3,6) CDOS: Standard 1, Standard 2, Standard 3a, Standard 3b

MANAGE

Target Grade	Time Frame	Activity Duration
11	March	45 minutes
Procedure	Staff	Resources
Counselors meet with Juniors and their parents/guardians to: Review high school transcripts Course selections for next year Graduation requirements Post-secondary planning process Review college search and application process	Counselors	Transcripts, recommendation sheets, activity sheets, Naviance

ASSESS

Evaluation	Outcome
Observation during junior conferences allows counselors to assess preparedness for post high school transition.	Students will have the necessary information to begin the college career application process. Students will be aware of graduation requirements and the importance of academic success.

ACTIVITY: Letters of Recommendation

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

DELIVER

Need	Preparation
Students who are planning to attend a four year university after high school apply for certain scholarships and summer programs.	Review student questionnaire and ask any pertinent questions

DEFINE

Objective
Highlight student achievements, unique skills, talents, circumstances, and extracurricular accomplishments for college admissions, summer programs, and scholarships.
ASCA Standards Domain: Academic Development: A:B1.4, Career Development: C:A1.3 Mindset: Mindset Standards: (3,4); Behavior Standards: LS (2,6), SMS (8,10), SS (3) CDOS: N/A

MANAGE

Target Grade	Time Frame	Activity Duration
12	Ongoing	45 minutes
Procedure	Staff	Resources
Review Student Questionnaire and transcript. Write letter.	Counselors	Student records Student questionnaire Parent questionnaire

ASSESS

Evaluation	Outcome
N/A	Counselors will write a letter of recommendation for the student.

ACTIVITY: Local Scholarship Directory

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

DELIVER

Need	Preparation
Senior students need access to local scholarship opportunities.	Update Local Scholarship Directory. Upload to School Counseling Center website. Make copies of supplemental forms. Advertise. Determine selection committee.

DEFINE

Objective
To provide the opportunity for all graduating 12th grade students to apply for local scholarships.
<p>ASCA Standards Domain: Career Development: C:A1.7, C:B1.6 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 3-7, 9), SMS (1-8), SS (3, 6, 8) CDOS: Standard 2, Standard 3A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	February-March	Ongoing
Procedure	Staff	Resources
The local scholarship directory is advertised through announcements when it is available. Copies of supplemental forms are made available in the School Counseling Center.	School Counseling Center secretaries and director.	Online local scholarship directory, Hicksville High School website access, copies of completed applications for selection committee.

ASSESS

Evaluation	Outcome
12th grade students will receive scholarships.	Deserving 12th grade students will apply to and receive scholarships for their higher education.

ACTIVITY: Monthly Scholarship Bulletin

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

DELIVER

Need	Preparation
Senior students need access to scholarship opportunities.	Update scholarship opportunities monthly.

DEFINE

Objective
To provide the opportunity for all graduating students to apply for scholarships.
<u>ASCA Standards</u> Domain: Career Development Standard C:A1.7, C:B1.6 Mindsets and Behaviors: Mindset Standards: (2,4); Behavior Standards: LS (3,5,7,9), SMS (1,3,4,10), SS (1,5) CDOS: Standard 1, Standard 3b

MANAGE

Target Grade	Time Frame	Activity Duration
12	Monthly	Monthly
Procedure	Staff	Resources
The monthly scholarship bulletin is available in the School counseling office.	School counseling center secretaries and director.	Scholarship directories.

ASSESS

Evaluation	Outcome
Students will receive scholarships.	Deserving 12th grade students will apply to and receive scholarships for their higher education.

ACTIVITY: NCAA Advisement

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

DELIVER

Need	Preparation
Student athletes need advisement regarding NCAA eligibility	Transcripts NCAA course list

DEFINE

Objective
Advise student athletes and provide information related to NCAA eligibility rules.
ASCA Standards Domain: Academic Development: Standard A, A:B2 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1, 3, 4, 5, 8, 10), SS (7, 8, 9) CDOS: Standard 1, Standard 2

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	All year	All year
Procedure	Staff	Resources
Courses are added and updated each year for NCAA eligibility An NCAA workshop is offered to students and parents during the fall college fair. Information is provided during junior college information presentation and students may make individual appointments.	School Counselors	NCAA.org

ASSESS

Evaluation	Outcome
Students will receive a determination from NCAA regarding their eligibility.	Students will receive a determination from NCAA regarding their eligibility.

ACTIVITY: New Entrant

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
New entrants need their transcripts evaluated and help acclimating to a new school	Review new student's records.

DEFINE

Objective
Orient new students to the high school. Build the students schedule, provide resources, and offer tour.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A:A1.1, A:A2.3, A:B1.4, A:B2.3, A:C1.1 Personal/Social Development: Standard PS:A1.4, PS:A2.8</p> <p>Mindsets and Behaviors: Mindset Standard: (1-6); Behavior Standard: LS (1,3,4,7,9,10), SMS (1,2,8,10), SS (2,3,6,8,9)</p> <p>CDOS: Standard 2</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	Ongoing	20 minutes
Procedure	Staff	Resources
Counselors will meet with the new student and guardian, and will create a schedule. Counselors will also explain school procedures such as behavior and building expectations, as well as answer any questions the student or guardian may have.	School counselor Student	Transcripts Schedule Extra Help Schedule Student activities

ASSESS

Evaluation	Outcome
Student records	New students will be given a schedule according to graduation requirements and student interests. Students will become familiar with the high school.

ACTIVITY: Onsite College Admissions

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

DELIVER

Need	Preparation
Seniors who want to interview with participating colleges for admissions.	Inform students and parents via letter, eblast, and robocall. Sign students up. Review applications.

DEFINE

Objective
Provide college admissions opportunities for seniors.
ASCA Standards Domain: Career Development: Standard C: B2.1 Mindset: Mindset Standards: (2,4); Behavior Standards: LS (10), SMS (5), SS (3) CDOS: Standard 2, Standard 3a, Standard 3b

MANAGE

Target Grade	Time Frame	Activity Duration
12	November-December	25 Minutes
Procedure	Staff	Resources
Students must sign up in the counseling office. Students must complete their required applications and provide supporting documentation. Students meet with admissions officers and receive a decision.	Counselors	Meeting Space

ASSESS

Evaluation	Outcome
Student signups	Students will be given the opportunity to apply to a university/college and meet with a college admissions counselor.

ACTIVITY: Out of District Placement

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Students who are placed in school outside of the district need to have their graduation status monitored.	Review transcripts and graduation requirements.

DEFINE

Objective
To maintain the records of students placed out of district.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:B2.2, A:B2.3, A:B2.4, A:B2.5</p> <p>Mindsets and Behaviors: Mindset Standards: (1,3,4); Behavior Standards: LS (1,4,7,9), SMS (6), SS (8)</p> <p>CDOS: Standard 1</p>

MANAGE

Target Grade	Time Frame	Activity Duration
K-12	As needed	As needed
Procedure	Staff	Resources
Monitor transcripts, Regents Exams, and distribute exam materials.	School Counselors, Out of District Coordinators, Assistant Principals, Director of Guidance.	Transcripts, Individualized Education Programs, CSEs.

ASSESS

Evaluation	Outcome
N/A	Out of district students will meet the graduation requirements.

ACTIVITY: Parent Meetings

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Parents/guardians and counselors work collaboratively to enhance student performance.	Schedule all parent conferences with staff and parents and review student information.

DEFINE

Objective
Encourage and increase parental involvement and participation. Provide parents with ongoing academic and social consultation regarding their child.
<p>ASCA Standard: Domain: Academic Development Standard A, Standard B, Standard C. Career Development Standard C. Personal/Social Development Standard A and Standard B Mindset and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (3,4,6,7,9), SMS (1,2,4,5,8,10), SS (1-5, 8, 9) CDOS: Standard 1, Standard 2, Standard 3a, Standard 3b</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	As needed	30 min - 1 hour
Procedure	Staff	Resources
Counselors and/or teachers will meet with parents to discuss student progress or parental concerns as it pertains to academic and social development. Counselors gather information from teachers and may use the phone to communicate information to parents. If teachers cannot be present, counselors can communicate conference outcomes with student's teachers.	Parents, teachers and school counselors	Student grades, Student test scores, student progress information

ASSESS

Evaluation	Outcome
Increase communication between parents, teachers and counselors.	Parent communication will be enhanced to assure student access.

ACTIVITY: PowerSchool Parent Sign up

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

DELIVER

Need	Preparation
Students and parents need to be able to view grades and attendance from home.	Chromebooks set up in main lobby during the College Fair

DEFINE

Objective
To provide students and parents with up to date access to grades and attendance. Encourage and increase parent involvement.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A, A:A1, A:A2, and A:A3, A:B1 and A:B2</p> <p>Mindsets and Behaviors: Mindset Standards (3, 4, 5, 6); Behavior Standards: LS (3, 4, 5, 7, 9), SMS (1, 3, 5, 10), SS (1, 3, 8)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	October and school year	3 minutes
Procedure	Staff	Resources
During the October College Fair, counselors will invite parents to sign up for PowerSchool accounts in the main lobby. Parents may sign up for PowerSchool accounts any time during a counselor appointment throughout the year.	Counselors	Chromebooks set up in main lobby

ASSESS

Evaluation	Outcome
N/A	Parents will have PowerSchool accounts.

ACTIVITY: Professional Development

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

Need	Preparation
Counselors need to get updated and accurate information in order to assist students properly.	Research topics to be discussed at meetings. Gather questions on areas that need further explanation. Find low cost opportunities to visit college campuses.

DEFINE

Objective
To remain current and increase knowledge on topics related to the field.
<p>ASCA Standard: Domain: Academic Development: Standard A-C, Career Development: Standard A-C, Emotional/Social Development: Standard A-C Mindset and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOs: Standard 1, Standard 2, Standard 3a, Standard 3b</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	During School Year	Varies
Procedure	Staff	Resources
Counselors attend meetings, participate in list-serves, review materials on relevant topics, and get updated information as well as exchange ideas with counselors from other districts and colleges. Counselors take advantage of opportunities with invited speakers and campus tours around the country offer meaningful development to enhance counseling and college advising repertoire of the counseling staff.	School counselors and Director of Guidance Services.	Registration fees and administrative support.

ASSESS

Evaluation	Outcome
Counselors review workshops at the end of each year to determine value. Counselors share their experiences at staff meetings.	Counselors remain abreast of new information and topics in the field.

ACTIVITY: Programming

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	Meet with curriculum coordinators to discuss course offerings. Update course selection sheet.

DEFINE

Objective
To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary request.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A, A:A1, A:A2, A:A3</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6), Behavior Standards: LS (1, 3, 4, 6, 7, 8, 9, 10), SMS (1, 3, 5, 8, 10), SS (1, 3, 8)</p> <p>CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
Current 9-11	December-September	3 weeks
Procedure	Staff	Resources
Counselors discuss course selections in classes. Students are expected to review their proposed schedule with their teachers and parents and obtain signatures. Counselors meet with students individually for course selections. Counselors program student course requests into PowerSchool. Counselors follow up with students/parents regarding problems with their schedules. Failures are rescheduled after summer school sign ups and again after summer school completion. Appropriate courses are assigned.	Counselors	Course selection sheets and PowerSchool. Meetings with special area teachers to update course offerings.

ASSESS

Evaluation	Outcome
Students will meet their academic goals.	Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.

ACTIVITY: Preliminary Scholastic Assessment Test (PSAT)

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DELIVER

Need	Preparation
10th and 11th grade students will be given the opportunity to gain experience with college admission testing.	Registration, test ordering, room organization, read exam manuals

DEFINE

Objective
Provide students with the opportunity to take the Preliminary SAT/National Merit Scholarship Qualifying Exam.
ASCA Standards Domain: Academic Development Standards: A: A2.5, A: B1.3, A:B2.4, A:C1.6, Career Development Standard: C:A1.6 Mindset: Mindset Standards: (4); Behavior Standards: LS (3,10) CDOS: Standard 1

MANAGE

Target Grade	Time Frame	Activity Duration
10-11	October	3 Hours
Procedure	Staff	Resources
Register students, administer exam	Administrators, counselors, proctors, secretarial staff, custodial staff	Testing materials

ASSESS

Evaluation	Outcome
Counselors will receive feedback from students following exams. Students will receive interpretation of results.	Students will become familiar with standardized testing procedures and the types of questions they can expect. Students will understand which tests are appropriate to take.

ACTIVITY: Regents Appeals

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

DELIVER

Need	Preparation
Students need to be given the opportunity to have their qualifying Regents scores appealed to allow for graduation.	School counselors identify 12th grade students' Regents scores that need to be appealed to allow the student to graduate. Appeal committee is identified and invited. Appeal meeting is held. Students are allowed to graduate.

DEFINE

Objective
To appeal qualifying Regents scores for 12th graders to allow students to graduate.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:A1, A:A2, A:A3, A:B1, A:B2</p> <p>Mindsets and Behaviors: Mindset Standards: (1, 2, 6); Behavior Standards: LS (1, 9), SMS (1, 5-7), SS (3, 5, 8, 9)</p> <p>CDOS: Standard 2, Standard 3A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
12	January, June	40 minutes each appeal
Procedure	Staff	Resources
School counselors identify 12th graders' Regents scores that qualify for appeals. Counselors complete appropriate paperwork to present to the appeal committee.	School counselors, Guidance Chairperson, Department teachers specific to the Regents subject area being appealed, Principal, Curriculum Supervisor	Data for Regents scores, AIS, tutoring, Regents review sessions, Regents appeal forms

ASSESS

Evaluation	Outcome
Number of students able to graduate	12th grade students will be able to graduate with the appeal of qualifying Regents scores.

ACTIVITY: Scholastic Assessment Test (SAT) Administration

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

DELIVER

Need	Preparation
Students need to be given the opportunity to take SATs for college admissions purposes.	Determine number of registered students. Hire staff to proctor SATs. Receive tests, organize testing rooms and schedules. Administer SATs. Return SATs.

DEFINE

Objective
To provide Hicksville School District and other districts' students the opportunity to take SATs for college planning purposes.
<p>ASCA Standards Domain: Academic Development: A2.5, A: B1.3, A:B2.4, A:C1.6; Career Development: C:A1.6 Mindsets and Behaviors: Mindset Standards: (1, 2, 4-6); Behavior Standards: LS (1-9), SMS (1-10), SS (1, 9) CDOS: Standard 3A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	November, December, May, June	4 days
Procedure	Staff	Resources
School counselors advise students to register for SATs. Staff is hired by the College Board through the SAT Supervisor at HHS. Students register and take the SATs. SATs are ordered and returned.	SAT Supervisor, hired staff to proctor.	Classrooms to test in, SATs to administer, test supervisor manuals and packets.

ASSESS

Evaluation	Outcome
Students register and take the SATs.	Students and parents will receive standardized test results for the SATs to better plan for post-secondary options.

ACTIVITY: Schedule Adjustment

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

DELIVER

Need	Preparation
During the school year, students require schedule adjustments and classes need to be balanced to ensure equity of opportunity.	N/A

DEFINE

Objective
To ensure students have an appropriate schedule of classes
ASCA Standards Domain: Academic Development Standard: A: B1.4, A:B1.5, A:B2.1, A:B2.3, A:B2.4 Mindsets and Behaviors: Mindset Standards: (1,3,5); Behavior Standards: LS (1,3,5,9), SMS (1,8,10), SS (3,5,8,9) CDOS: Standard 1

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	Ongoing	Varies
Procedure	Staff	Resources
Students discuss possible schedule changes with their school counselor. After discussing the change, including the student's purpose for the change, the counselor will make a determination. Teacher, parent, and administrator input may be requested. Schedule change is made in the Student Management System.	Counselors, teachers, administrators	Change request forms, PowerSchool, up-to-date master schedule, and assessment scores

ASSESS

Evaluation	Outcome
Enrollment numbers	Relevant changes will be made which do not limit or diminish students' opportunities. Courses will be balanced considerate of size and student ability.

ACTIVITY: Senior Assembly

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

DELIVER

Need	Preparation
Students need a review of the college application process	Update PowerPoints and handouts Create assembly schedule

DEFINE

Objective
To share college application information with students
ASCA Standards Domain: Career Development Standard: C: A1.1, C:A1.6, C:A1.7, C:B2.1, C:B2.2 Mindset: Mindset Standards: (1-6); Behavior Standards: LS (1,5,6,7,9), SMS (5,10), SS (9) CDOS: Standard 1, Standard 2, Standard 3a, Standard 3b

MANAGE

Target Grade	Time Frame	Activity Duration
12	September	42 minutes
Procedure	Staff	Resources
Students report to the auditorium and counselors distribute handouts and give a PowerPoint presentation	School counselors	PowerPoint, appropriate handouts, and computer

ASSESS

Evaluation	Outcome
Students give verbal feedback	Students understand the college application process. Applications are handed in a timely fashion and apply to appropriate colleges

ACTIVITY: Senior Failure Notifications

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

Need	Preparation
Students and parents need to be notified when their 12th grade student is failing a course required for graduation.	Report cards Transcripts

DEFINE

Objective
To inform students and parents when a student receives a failing grade in a class required for graduation
<u>ASCA Standards</u> Domain: Academic Development, Standard A, A:A1, A:A2, A:A3, A:B1, A:B2 Mindsets and Behaviors: Behavior Standards: LS (3, 4, 7, 9), SMS (1, 2, 3, 4, 5, 8) CDOS: N/A

MANAGE

Target Grade	Time Frame	Activity Duration
12	After report cards 1, 2, and 3	As needed
Procedure	Staff	Resources
A letter is mailed home to each parent of seniors that have failing grades or missing Regents exams.	School counselors Counseling department secretaries	PowerSchool

ASSESS

Evaluation	Outcome
N/A	Students and parents will receive a letter detailing a course with a failing class grade or a missing regents exam required for graduation

ACTIVITY: Senior Surveys

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

DELIVER

Need	Preparation
Upcoming students will need data to compare themselves to current students who have applied to colleges and received decisions	Reserve computer labs

DEFINE

Objective
To collect data on college acceptances/denials and scholarship offers
ASCA Standards Domain: Academic Development, Standard A, A:A1, A:A2, A:A3, A:B1, A:B2 Mindsets and Behaviors: Mindset Standards: (4, 5, 6), LS (5, 7), SMS (3, 10) CDOS: Standard 1, Standard 2, Standard 3A, 3B

MANAGE

Target Grade	Time Frame	Activity Duration
12	May	2-3 days
Procedure	Staff	Resources
Senior classes work with school counselors in the computer lab to complete the senior survey questionnaire on Naviance	School Counselors Teachers	Naviance

ASSESS

Evaluation	Outcome
Data collected through the Naviance survey	The counseling department receives data on college acceptances/denials and scholarship offers for current seniors

ACTIVITY: Services for Students with Disabilities (SSD)

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

DELIVER

Need	Preparation
Classified students may request accommodations on their college entrance and advanced placement exams	IEPs, 504 plans, psychological testing results and student health information

DEFINE

Objective
Request accommodations for college entrance and advanced placement exams for classified students
<p>ASCA Standards</p> <p>Domain: Academic Development Standard A, A:B2</p> <p>Mindsets and Behaviors: Mindset Standards: (1, 2, 4, 5); Behavior Standards: LS (3, 4, 9), SMS (1, 2, 3, 5, 6, 7, 10), SS (1, 8, 9)</p> <p>CDOS: N/A</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	All year	All year
Procedure	Staff	Resources
Collect signed accommodation request forms, collaborate with school psychologist, and request accommodations from College Board and/or ACT testing center	School counselor and School psychologist	Collegeboard.com ACT.org

ASSESS

Evaluation	Outcome
Decision will be sent to school and student from College Board and/or ACT	Students receive a decision from the College Board and/or ACT testing center

ACTIVITY: Summer School and August Regents Registration

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

DELIVER

Need	Preparation
Students who failed academic courses and regents exams need to register to retake the classes during summer school and/or retake regents exams.	Teachers submit failure notices to the School Counseling Center to be mailed to parents to inform them of failed courses. Classes are determined for students and parents to register for summer school. Summer school registration forms are provided to students and parents.

DEFINE

Objective
To register students for summer school courses, summer school regents preparation courses, and/or to retake regents exams
ASCA Standards Domain: Academic Standards: A:A1, A:A2, A:A3, A:B1, A:B2 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3A, 3B

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	June	2 days
Procedure	Staff	Resources
Students and parents meet with their school counselor to determine summer school courses, regents preparation courses, and/or regents exams needed. School counselors and parents fill out summer school registration forms to retake courses or regents exams.	Teachers, school counselors, secretaries, and teacher aides	Counselor offices, PowerSchool information, summer school registration forms, and failure notices from teachers.

ASSESS

Evaluation	Outcome
Students earn their credits and/or pass their regents exams needed for graduation after successful completion of summer school courses and/or summer school regents preparation courses.	Students are able to make up credits and/or regents exams needed for graduation requirements that were previously failed.

ACTIVITY: Volunteer/Job Fair

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

DELIVER

Need	Preparation
Students have part-time jobs to help with financial needs and job experience. Through volunteer experiences, students learn to give back to community, learn about themselves, and help improve college applications.	Gym is prepared with tables, chairs, tablecloths, signs. Handouts: List of attending organizations, materials from all organizations that attend, and those that do not attend.

DEFINE

Objective
Students will be exposed to different opportunities in the community that are available to offer community service and/or part-time jobs.
<p>ASCA Standards Domain: Academic Development: A:A3.5, A:C1.1, A:C1.2, A:C1.5, A:C1.6; Personal/Social Development: PS: A1.9 Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-9) CDOS: Standard 1, Standard 2, Standard 3A, 3B</p>

MANAGE

Target Grade	Time Frame	Activity Duration
9-12	October	1 ½ hours
Procedure	Staff	Resources
Fair date is chosen. Counselors reach out to local organizations to attend fair. Work based coordinator contacts local businesses to attend, and building is secured. Program is advertised to students and teachers for individual students and some classes to attend.	Counselors, work based coordinator, custodians	Handouts and materials from different organizations

ASSESS

Evaluation	Outcome
Students give verbal feedback.	Students are exposed to opportunities in the community to work or volunteer.

Hicksville Middle School Activities

Middle School Activities

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ACTIVITY: Annual Review Meetings

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Annual School Counselor Meeting with Parents/Students

- | | | |
|--|--|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input checked="" type="checkbox"/> Scheduling | <input checked="" type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input checked="" type="checkbox"/> Transitions | | |

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Articulation with High School Counselors

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Chaperoning Grade Level Academic Team Field Trips

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Consultation with Administrators

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Consultation with Support Staff

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

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

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: ENL Programming

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Grade Level Awards Ceremonies

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: HMS Spirit Week

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Integrated Co-Teaching (ICT) Team Meetings

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Identifying Students for the LIA Mentoring Program

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Inputting Individual Course Selections

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Johns Hopkins University/CTY Talent Search

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Meeting/Scheduling New Entrants

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

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Meeting with Academic Teams

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Middle School At-Risk Meetings

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Middle School Restorative Practices for ISS Students

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Middle School Mindfulness

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Middle School Open House

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Naviance Class Career Push- In's

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Outside Counseling Referrals

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Peer Mediation

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Proctoring NYS Assessments and Final Exams

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

Objective
Student mastery of subject material will be assessed through final exams. Their achievement levels will be assessed through the NYS assessments in ELA and math.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:B1.1, A:B1.2; Career Development: C:A2.9; Personal/Social Development: PS:B1.11</p> <p>Mindsets and Behaviors: Mindset Standards: (3,4,5,6); Behavior Standards: LS (1,3,6,8), SMS (3,6), SS (1,4,9)</p> <p>CDOS: Standard 2</p>

MANAGE

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

ASSESS

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

ACTIVITY: Referrals to Committee on Special Education

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Review of Student Attendance

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Social Media and “Your Digital Footprint” Assemblies

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Transition to High School Assemblies

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: Visitation of 5th Grade Students to HMS

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

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: 5th Grade Articulation/ Programming

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: 5th Grade Parent Orientation

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: 6th and 7th Grade Programming

College/Career Planning
 Scheduling
 Transitions

Professional Development
 School Achievement

Record Keeping
 Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

ACTIVITY: 8th Grade Commencement Ceremony

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVER

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

DEFINE

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

MANAGE

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

ASSESS

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

Hicksville Elementary School Activities

Elementary Schools

Students in the elementary schools will receive Tier 1 intervention. Students will receive Tier 1 SEL lessons. This program is designed to help students manage their emotions, set goals, show empathy, maintain relationships and make good decisions.

Students:

- Develop their academic self-concept and feelings of competence and confidence as learners.
- Begin to develop decision-making, communication and life skills, as well as character values.
- Develop and acquire positive attitudes toward school, self, peers, social groups and family.
- Begin to learn strategies, self management and social skills. This will help promote success for today's diverse learners.

Elementary school counselors aid in setting the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors collaborate with school staff, parents and the community to create a safe and respectful learning environment. With 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. For the current 2023-2024 school year, the counselors will be presenting assemblies to all seven elementary schools. Within these assemblies, the counselors will present the current school district SEL themes. Incorporating all the themes below.

Elementary School Activities

Activity: Conflict Resolution

Activity: Empathy

Activity: Kindness

Activity: Friendship

Activity: Making good choices

Activity: Perseverance

Activity: Managing Emotions Lesson

Activity: Goal Setting Lesson/Career Exploration

Activity: Stress Management Lesson

Activity: Mindfulness Lesson

Activity: Transition Lesson

ACTIVITY: Conflict Resolution

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students will be educated on bullying behaviors and the power of their words.	Schedule school visits. Prepare lessons and activities.

MANAGE

Objective
Students will learn strategies to learn conflict resolution. Students will identify the difference between bullying and mean behavior.
<u>ASCA Standards</u>
Domain: Academic Development: Standard A:A1.2, AA:2.3, A:A 2.4, A:A3.1 Personal/Social Development:PS:A1.5, 1.6, 1.9, 1.11; PS:A2.1, 2.2, 2.4, 2.6, 2.8; PS:B 1.2, 1.4, 1.5,1.7 ;PS:C1.2, 1.4, 1.5, Mindsets and Behaviors: Mindset Standards:(1-6), Behavior Standards:LS (1,2,4,5,7,9) SMS (1,2,4,5, 7,9,10), SS (1,2,3,4,5,6,8,9)

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September - June	30 minutes
Procedure	Staff	Resources
The Counselors will incorporate conflict resolution strategies into assemblies.	School counselors	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will complete activities and be able to demonstrate knowledge through a wrap-up conversation at the end or through “what if” scenario discussions. Teacher will provide feedback.	Students will learn conflict resolution strategies. Students will learn strategies to use if they are having conflicts with peers and the importance of helping other students.

ACTIVITY: Empathy

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students need to be aware of other's feelings and sensitive to others.	Schedule school visits. Prepare lessons and activities.

MANAGE

Objective
Students will learn the definition of the word empathy. Students will give examples of how to show empathy.
<p>ASCA Standard Domain: Academic Development: A:A1.1, A:A 3.1, 3.2,3.5 Personal/Social Development: PS:A 1.2, 1.5, 1.6, 1.7; PS:A2.1. 2.2, 2.3, 2.4, 2.6, 2.8 Mindsets and Behaviors: Mindset Standards: 1-6; Behavior Standards: LS (1,2,4,5,7,9,10), SMS (1,2,4,5,7,9,10), SS (1,2,3,4,5,7,9)</p>

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September-June	30 minutes
Procedure	Staff	Resources
The Counselors will introduce the concept of empathy.	School counselors	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through a wrap-up conversation at the end or through scenario discussions.	Students can verbalize the importance of being sensitive to each other. This will create a positive climate in the school and classroom.

ACTIVITY: Kindness

College/Career Planning

Professional Development

Record Keeping

Scheduling

School Achievement

Student Interventions

Transitions

DEFINE

Need:	Preparation
Students need to understand the importance of being kind.	Schedule school visits, prepare material.

MANAGE

Objective
Students will be able to explain what it means to be kind. Students will give examples of how to be kind.
<p>ASCA Standards</p> <p>Domain: Academic Development: Standard A:A3.1, A:A3.2, A:A3.4, A:C1.1 Personal/Social Development:PS:A1.2, 1.5, 1.9; PS:A2: 2.1, 2.2, 2.3, 2.6, 2.8 Mindsets and Behaviors: Mindset Standards: 1,3,5,6. Behavior Standards: LS (1.2.6), SMS (1,2,3,7,8,9,10), SS (1,2,3,4,5,7,8,9)</p>

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September -June	30 minutes
Procedure	Staff	Resources
The Counselors will present a kindness lesson. The Counselor will introduce the concept of kindness and why it is important.	School counselors	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through a wrap-up conversation and scenarios.	Students will understand the importance of kindness. Students will brainstorm ideas on how to spread kindness. This will create a positive school climate.

ACTIVITY: Friendship

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DEFINE

Need	Preparation
Students need to understand how to be good friends to others.	Schedule school visits and prepare material.

MANAGE

Objective
Students will define friendship. Students will learn how to be a good friend. Students will learn how to handle peer conflict.
ASCA Standards
Domain: Academic Development: A:A1.5, A:A3.1, 3.2, 3.5 Personal Social Development: PS:A1.5, 1.6, 1.8, 1.9, 1.10, 2.3, 2.4,2.8, PS:B:1.4, 1.5, 1.6, 1.7, 1.8; PS:C 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9
Mindsets and Behaviors: Mindset Standard: (1,2,3,6) Behavior Standards: LS (1,2,4,5,6,7,9), SMS (1,2,3,6,8,9) SS (1,2,3,4,8,9)

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September-June	30 minutes
Procedure	Staff	Resources
The Counselors will introduce the concept of friendship and why it is important. Students will discuss how to handle peer conflict and how to make new friends.	School Counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through a wrap-up conversation at the end. Teacher will provide feedback.	Students will identify ways they can be a good friend. This will create an inclusive classroom environment.

ACTIVITY: Integrity

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students need to understand the importance of making good choices.	Schedule school visits and prepare material.

MANAGE

Objective
Students will learn the importance of making good choices.
<p><u>ASCA Standards</u> Domain: Academic Development: A:A1.3, 2.3, 3.1; A:B1.4, 1.7 Personal/Social Development: PS:A1.1, 1.2, 1.5, 1.8, 1.9, 1.10, 1.11, PS:A2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 PS:B1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10; PS:C1.2, 1.3, 1.3, 1.5, 1.6, 1.7, 1.10, 1.11 Mindsets and Behaviors: Mindset Standards (1, 2, 3, 6); Behavior Standards: LS (1,2,4,5, 6,7,9), SMS (1,2,3, 6, 8, 9), SS (1,2,3,4,8,9)</p>

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September - June	30 minutes
Procedure	Staff	Resources
The Counselors will introduce the concept of integrity, making good choices and why it is important . Students will discuss how they can make good choices in school, at home and in the community.	School counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through “what if” scenarios. Teacher will provide feedback.	Students will identify ways they can make good choices. This will create a positive school climate.

ACTIVITY: Perseverance

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students need to understand the importance of having perseverance.	Schedule classroom visits and prepare material.

MANAGE

Objective
Students will learn the definition of perseverance. Students will learn why perseverance is important. Students will learn ways that they can have perseverance.
<p><u>ASCA Standards</u> Domain: Academic Development: A:A1.3, 2.3, 3.1; A:B1.4, 1.7 Personal/Social Development: PS:A1.1, 1.2, 1.5, 1.8, 1.9, 1.10, 1.11, PS:A2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 PS:B1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10; PS:C1.2, 1.3, 1.3, 1.5, 1.6, 1.7, 1.10, 1.11 Mindsets and Behaviors: Mindset Standards (1, 2, 3, 6); Behavior Standards: LS (1,2,4,5, 6,7,9), SMS (1,2,3, 6, 8, 9), SS (1,2,3,4,8,9)</p>

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September - June	30 minutes
Procedure	Staff	Resources
The Counselors will present a perseverance lesson. The Counselors will introduce the concept of perseverance and why it is important. Students will discuss how they can show perseverance in school and at home.	School counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through discussing ways to not give up and what to do when things get hard. Teacher will provide feedback.	Students will identify ways they can show perseverance. Students will understand the connection between goal setting and perseverance.

ACTIVITY: Managing Emotions

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students need to recognize and identify their emotions.	Schedule school visits and prepare material.

MANAGE

Objective
Students will understand the importance of recognizing and identifying their own emotions. Students will recognize how others are feeling.
ASCA Standards
Domain: Academic Development: A:A1.4, 2.4 Personal/ Social Development: PS:A1.1, 1.5, 1.10; PS:A 2.7; PS:C1.10, 1.11
Mindsets and Behaviors: Mindset Standard: (1, 2,3,6); Behavior Standard: LS (4,6,9), SMS (1,2,7,9,10), SS (1-9)

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September- June	30 minutes
Procedure	Staff	Resources
The Counselors will present an emotions lesson. The Counselors will introduce the concept of emotions. Various emotions will be reviewed. Students will be asked to think of a time that they felt that emotion. The counselor will review calming techniques.	School Counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to demonstrate knowledge through a wrap-up conversation at the end. Teacher will provide feedback.	Students will understand the importance of recognizing and identifying their emotions. Students will gain knowledge of how to use calming techniques if upset, worried or angry.

ACTIVITY: Goal Setting/Career Exploration

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DEFINE

Need	Preparation
Students need to learn the importance of setting goals.	Schedule school visits and prepare material.

MANAGE

Objective
Students will define what a goal is. Students will identify one goal that they have set for themselves.
ASCA Standards
Domain: Academic Development: Standard A:A1.1, 1.2, 1.3; A:A3.1, 3.3, 3.4, A:B1.1, 1.7; A:B2.4, 2.6, A:C1.4, 1.5, 1.6 Personal/Social Development: PS:A1.1, 1.2, 1.3, 1.5, 1.10; PS:B1.9, 1.10, 1.11, 1.12
Mindsets and Behaviors: Mindset Standards (1,2,4,5,6), Behavior Standards: LS (1,2,3,4,6,7,10), SMS (1,4,5), SS (1,3,8,9)

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September - June	30 minutes
Procedure	Staff	Resources
The Counselors will present a goal setting lesson. The Counselor will introduce the concept of setting goals and why it is important. Students will create their own goals and discuss the process of attaining their goals. This will help create a foundation for career exploration and planning.	School Counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will show they understand knowledge by giving examples of what is a goal they can set. Teacher will provide feedback.	Students will understand the importance of setting goals and working hard to achieve them.

ACTIVITY: Stress Management

- | | | |
|--|---|--|
| <input type="checkbox"/> College/Career Planning | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Record Keeping |
| <input type="checkbox"/> Scheduling | <input type="checkbox"/> School Achievement | <input type="checkbox"/> Student Interventions |
| <input type="checkbox"/> Transitions | | |

DEFINE

Need	Preparation
At times, students will experience anxiety/stress.	Schedule school visits and prepared material.

MANAGE

Objective
Students will learn to identify feelings of worry/anxiety and develop strategies to cope with or manage these feelings.
ASCA Standards
Domain: Personal/ Social Development: Standard A, Standard B, Standard C
Mindsets and Behaviors: Mindset Standards: (1-6); Behavior Standards: LS (1,2,4,6,7,9), SMS (1,2,4-10), SS (1-9)

DELIVER

Target Grade	Time Frame	Activity Duration
PK-5	September-June	30 minutes each session
Procedure	Staff	Resources
Students will identify the situations/factors that cause them to worry, understand what worry/anxiety is, identify the signals in their body that they are feeling worried, develop and practice methods of stress relief such as relaxations, communication and positive self-talk.	School counselors	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to identify strategies they can use when they experience anxiety producing situations.	Students will understand what worry/anxiety is. Students will gain knowledge of various calming techniques.

ACTIVITY: Mindfulness

College/Career Planning

Professional Development

Record Keeping

Scheduling

School Achievement

Student Interventions

Transitions

DELIVER

Need	Preparation
Students need to listen to what they are hearing in order to maximize learning and to manage stress related to school work.	Schedule school visits and prepare lessons.

DEFINE

Objective
Students will learn mindfulness strategies related to both listening and managing stress.
<p>ASCA Standards</p> <p>Domain: Academic Development: A:A2.4, A:B2.8; Personal/Social Development: PS:B1.3, PS:B1.4, PS:B1.8, PS:B1.10</p> <p>Mindsets and Behaviors: Mindset Standards: (1-6), Behavior Standards: LS (2,4,7), SMS (2,5,6,7), SS (4,9)</p>

MANAGE

Target Grade	Time Frame	Activity Duration
PK-5	Sept.-June	30 minutes
Procedure	Staff	Resources
The students will be introduced to and practice mindful breathing, body relaxation and listening strategies such as listening for sounds that are close by, in the distance, and within themselves.	School Counselors	Google slides and online videos

ASSESS

Evaluation	Outcome
Student and teacher feedback.	Students will develop self-awareness and practice listening and relaxation techniques so that they are more focused on learning activities taking place in the classroom.

ACTIVITY: Transition

- College/Career Planning
- Scheduling
- Transitions

- Professional Development
- School Achievement

- Record Keeping
- Student Interventions

DELIVERY

Need	Preparation
Students must be able to practice reflection skills. Students are able to understand and cope with changes through process and reflection.	Schedule school visits and prepared material.

DEFINE

Objective
Students will learn to identify feelings of changes and develop strategies to cope with or manage these feelings.
ASCA Standards
Domain: Academic Development: Standard A, Standard B, Standard C; Career Development: Standard A, C:A1.6
Mindsets and Behaviors: Mindset Standards (1-6); Behavior Standards: LS (1-10), SMS (1-10), SS (1-3,8-9)

MANAGE

Target Grade	Time Frame	Activity Duration
PK-5	May-June	30 minutes
Procedure	Staff	Resources
Students will discuss what changes are and will be able to process the school year. Students will be able to work on practicing reflection and how to prepare for the future.	School counselor	Google slides and online videos

ASSESS

Evaluation	Outcome
Students will be able to show understanding and knowledge through conversations about the ending of the school year and goals for the summer and teacher feedback.	Students will be able to understand and identify their emotions.