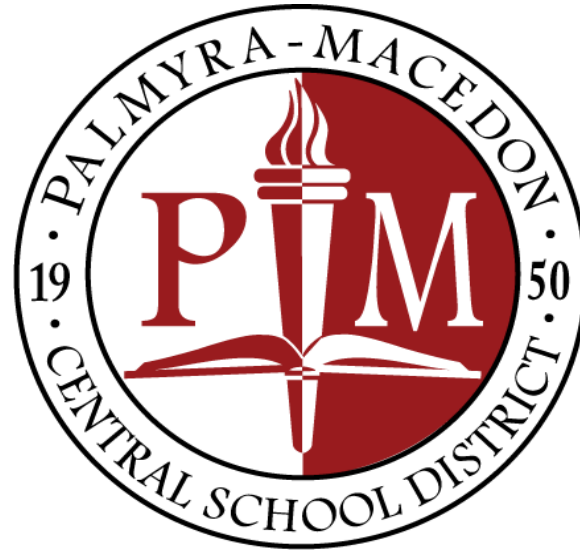


**PALMYRA-MACEDON  
CENTRAL SCHOOL DISTRICT**



**COMPREHENSIVE COUNSELING PLAN  
2017-2018**

**Palmyra-Macedon Central School District counselors:**

Victoria Blazey – Primary School Counselor

Darci Perrotta – Intermediate School Counselor

Dianne Brooks – Middle School Counselor

Tane Robinson – Middle School Counselor

Lindsay Daniel – High School Counselor

Jennifer Hermenet – High School Counselor

John Strachan – High School Counselor, PPS Lead Teacher

## **The mission of the Palmyra-Macedon Central School District is as follows:**

*"All students will receive a world-class, relevant education."*

To achieve its mission, the district is committed to creating a systematic framework that acknowledges the academic, physical, and social development of pupils in distinct stages over time. Counseling and pupil-related services are a critical component in this framework. Our counseling department provides a wide variety of services at all grade levels, K-12. These services are a benefit to students, parents, and teachers/staff alike. While the quality of the services that we provide to our community is dependent upon a well-organized and articulated plan it is worth noting that our counselors play a unique role in the lives of our students. Their role is as flexible and adaptable as the needs of the students. The purpose of the comprehensive counseling plan is to articulate as completely as possible the services and programs that are provided by the Palmyra-Macedon counseling department.

## **State Regulations Regarding Counseling**

The state regulations reprinted below provide the overall structure for our guidance and pupil-related services as well as the structure of this document. School counselors, in varying degrees, also base their programs on The National Standards for School Counseling Programs, generated by the American School Counselor Association (ASCA national standards are provided in the appendix).

*From NYSED Part 100.2 Regulations:*

### *J. Guidance programs*

*1. Public schools. Each school district shall have a guidance program for all students.*

- i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.*
- ii. In grades 7-12, the guidance program shall include the following activities or services:*

- a. *an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;*
  - b. *instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;*
  - c. *other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and*
  - d. *the services of personnel certified or licensed as school counselors.*
- iii. *Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.*

2. *Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.*

### **American School Counselor Association (ASCA) National Model**

The American School Counselor Association (ASCA) created the National Model, a unifying framework for school counseling programs throughout the country. The ASCA model relies upon four components: foundation, delivery system, management system, and accountability. This framework ensures that counselors are providing support to all students,

through a variety of relevant individual, group, and classroom supports, in order to address national standards. The ASCA national standards are:

*Academic Development*

1. *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.*
2. *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*
3. *Students will understand the relationship of academics to the world of work and to life at home and in the community.*

*Career Development*

1. *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*
2. *Students will employ strategies to achieve future career goals with success and satisfaction.*
3. *Students will understand the relationship between personal qualities, education, training and the world of work.*

*Personal/Social Development*

1. *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*
2. *Students will make decisions, set goals and take necessary action to achieve goals.*
3. *Students will understand safety and survival skills.*

## **Annual Review of Counseling Plan**

The counseling plan will be reviewed by building principals and counseling departments on an annual basis. This review is to take place in June of each school year. During the review results for the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented, and a copy of which shall be provided to the Superintendent.

**COMPREHENSIVE COUNSELING PLAN**  
**PALMYRA-MACEDON PRIMARY SCHOOL (GRADES K – 2)**  
**PALMYRA-MACEDON INTERMEDIATE SCHOOL (GRADES 3 – 5)**

The K-5 counseling plan strives to meet the regulations set by New York State and the American School Counselor Association. School counselors play a critical role in both the primary and intermediate schools, providing a range of both preventative and responsive programs to meet the academic and social needs of all students. This plan is designed to focus on what students should know, comprehend, and be able to demonstrate to enhance their academic and social development. The programs seek to instill and reinforce the “Pal-Mac Way” and encourage development of the whole child.

**ACTIVITY: Caseload Management for School Counseling and Counseling Partnerships**

<b>DESCRIPTION</b>	Students will receive mental health services appropriate to their levels of need. The school counselor builds student caseloads for school-based Wayne Behavioral Health Network and Catholic Charities counselors, Families & Communities Together (FACT), and Department of Youth. The school counselor builds and supervises Primary Project caseload of 55-85 students.
<b>TARGET GROUP</b>	Grades K – 2 (students with mental health needs and/or specific social emotional/school adjustment needs)
<b>STAFF ASSIGNED</b>	School counselor, Outside agency staff (Wayne Behavioral, Catholic Charities, FACT, etc.)
<b>TIME</b>	Ongoing, as necessary. Start of school, UPK caseload carryover, start of school referrals from parent /teacher requests, previous year’s Primary Project and counselor, current observations, transfer school information Oct.-Fall and Jan.-Spring TCRS screening and review weeks.
<b>RESOURCES</b>	Wayne Behavioral Health, Catholic Charities, & FACT staff; school counseling individual and group programs; Primary Project program; use of universal screener; Teacher/Child Rating Scale (TCRS)
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1 C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Crisis Counseling**

<b>DESCRIPTION</b>	The counselor pushes into classrooms to help students in crisis and, if necessary, pulls out students in crisis. The counselor will help to de-escalate the student and help them to express their emotions that resulted in the crisis. Parents/Guardians expressing and/or experiencing mental health crisis will be assessed utilizing mental health first aid if possible and linked with appropriate services to ensure safety of students.
<b>TARGET GROUP</b>	Grades K – 2 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Ongoing, as necessary, throughout academic school year. Follow-up assessment, sessions and referrals for student to build coping skills to prevent future crisis.
<b>RESOURCES</b>	Mindfulness; art therapy; stress reduction manipulatives; cognitive/behavior therapy; outside agencies and counseling providers; CPS; Palmyra-Macedon Central School District suicide response plan protocol; Life Line; local police; Victim's Resource Center
<b>ASCA STANDARDS</b>	A:B2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Grief & Loss Counseling (Individual & Group)**

<b>DESCRIPTION</b>	Grieving students will receive individual and/or small groups counseling and/or outside referrals. Counselor pulls out K-2 students individually or in small groups experiencing a significant loss that negatively impact their daily education in order to increase their coping skills. Parents/guardians of grieving will be made aware of family resources.
<b>TARGET GROUP</b>	Grades K – 2 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	30 minutes
<b>RESOURCES</b>	Bibliotherapy; grief/loss counseling group activities; art therapy; memory journal/book; therapeutic games; expressive play; community counseling programs for child grief support
<b>ASCA STANDARDS</b>	A:A1; A:A2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Introduction to School Counseling Services at the Primary School**

<b>DESCRIPTION</b>	Students will learn the role of the school counselor and how and when to access counseling services. Students will learn the roles of other adult helpers (nurse, teacher, bus driver, custodian, principal, secretaries, café staff, school psychologist) in the school setting and how to access these helpers.
<b>TARGET GROUP</b>	Grades K - 2
<b>STAFF ASSIGNED</b>	20 – 30 minute lessons
<b>TIME</b>	Prior to student individual and group programs/counseling. Prior to introduction to school lessons on sensitive topics: personal safety. Prior to or during dates of events.
<b>RESOURCES</b>	Bibliotherapy; Second Step Scenario photos and activities; PATHS emotions cards; role plays; Student worksheet/coloring sheet (with information for parents regarding role and services of the school counselor); school tour /scavenger hunt activity by class to find the location of the school counselor and other helpers
<b>ASCA STANDARDS</b>	A:A2; A:B1 ; PS:C1

**ACTIVITY: Kindergarten Orientation Activities**

<b>DESCRIPTION</b>	Counselor pushes into Kindergarten kickoff classrooms to communicate role as an adult helper, remains to observe and interact with students. Students are taught safe ways to use playground equipment. Counselor accompanies anxious students in bus safety presentation and on trial bus run. Counselor assists or leads UPK on school tours. Counselor assists anxious or uncooperative students during kindergarten screening and other incoming orientation events. Counselor provides parents with guidance, information and strategies to support school adjustment. Counselor coordinates and facilitates parent information presentation at kindergarten orientation regarding preparation and home routines before the first day of school.
<b>TARGET GROUP</b>	Grades UPK and K
<b>STAFF ASSIGNED</b>	School counselor, Catholic Charities staff



<b>TIME</b>	Throughout the school year, as necessary, and during scheduled events
<b>RESOURCES</b>	Role playing; expressive toys; puppets; bibliotherapy; cognitive/behavioral therapy techniques
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: New Student Friendship/Orientation Group**

<b>DESCRIPTION</b>	New students and students who have school adjustment concerns will receive individual or group counseling, or Primary Project to promote healthy school adjustment due to their recent transition. Counselor meets with new students individually and in groups to help them develop friendships and effectively transition to their new environment.
<b>TARGET GROUP</b>	Grades K – 2 (new students and returning students experiencing school adjustment concerns)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Primary Project- 30 minutes once week; individual and group sessions with counselor as needed, throughout year
<b>RESOURCES</b>	Bibliotherapy; therapeutic games; Primary Project; therapy dog; new student groups; building tours
<b>ASCA STANDARDS</b>	A:A1; C:C2; PS:A1; PS:B1; PS:C1

**ACTIVITY: Parent Communication**

<b>DESCRIPTION</b>	Counselors provide ongoing social-emotional curriculum information and mental health information to parents/guardians. Items include: (1) School Counseling Services overview distributed in kindergarten/ new student welcome folders, kindergarten information night, kindergarten orientation, open house, district wide health fair, other school wide events. (2) Information on community support programs sent home to all families (i.e. mindfulness for students and adults, parenting support/child development topics). (3) specific information sent to identified families (eg. children’s grief groups). (4) School Social Skills lesson information to increase school and home connections for learning, and to encourage continued practice/modeling of social skills strategies and use of language. (4) Informing parents of special school based programs i.e. mindfulness instruction and sensitive topics i.e. personal safety
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	instruction to avoid sexual abuse. (5) Parent permission letters describing programs recommended for their child. i.e. Primary Project. (6) Presentations at school events: k info, k orientation, open house, health fair, Primary Project parent events, Day of Play.
<b>TARGET GROUP</b>	Parents/guardians
<b>STAFF ASSIGNED</b>	School counselor, Primary Project Child Associates
<b>TIME</b>	Prior to student individual and group programs/counseling. Prior to introduction to school lessons on sensitive topics: personal safety. Prior to or during dates of events.
<b>RESOURCES</b>	School Counseling Overview handouts; Counseling and Primary Project permission letters/forms; Primary Project brochures; Primary Project "From the Playroom" parent newsletter; FACT, Catholic Charities, WBH and other mental health agency community information; Social Skills class lesson parent information; Primary School counseling website
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1 C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Personal Safety & Health Instruction**

<b>DESCRIPTION</b>	Students will possess the basic knowledge and skills which support positive health choices and behaviors in the areas of: personal and family health, nutrition, safety (physical safety and internet safety, personal physical safety to avoid sexual abuse, tobacco and alcohol prevention.
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor, Physical Education teachers, school nurse
<b>TIME</b>	Multiple, 30-minute lessons; various school-wide events
<b>RESOURCES</b>	Health Smart; PATHS/Second Step; Kelly Bear; Kelso's Choices; Center for Missing and Exploited Children; role play/therapeutic games; Jump Rope for Heart; daily recess; building wide morning meeting; local fire and police departments; transportation department
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; C:C2; PS:A1; PS:A2; PS:C1

**ACTIVITY: Providing Resources/Supplies to Students & Families**

<b>DESCRIPTION</b>	Students /families with emergency shelter and basic needs will receive assistance through collaboration with teachers, parents and outside agencies. Counselor plans and organizes programs and referrals to meet students' basic needs.
<b>TARGET GROUP</b>	Grades K – 2 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor (serving as Primary School Homeless Family Liaison)
<b>TIME</b>	As necessary throughout the year. Counselor advocates for student(s) by initiating and tracking follow-up with multiple agencies.
<b>RESOURCES</b>	Local Agencies/Companies (eg. DSS, Food Banks, Electricity/Heating, Housing, Victim's Resource Center); Good Neighbor Fund; Lions Club; American Legion; PTSO; Children's Clothing Closet; community volunteers/donors; Salvation Army; Green Angels; Wayne County Community Resource Guide; community agencies
<b>ASCA STANDARDS</b>	A:A1; PS:A1; PS:B1; PS:C1

**ACTIVITY: Safety Problems (“Big Problems vs. Little Problems”) Lesson**

<b>DESCRIPTION</b>	Students will learn when to seek adult assistance for big problems (unsafe) and their choices/steps to resolve conflicts for small problems. Additional activities and topics include 911 call role plays, internet safety, home alone safety, fire, poisons, guns, tobacco/alcohol products, medical emergencies
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor, Physical Education teachers, school nurse
<b>TIME</b>	Counselor or health lesson provider pushes into grades 1-2. Counselor facilitates lessons in Kindergarten social skills
<b>RESOURCES</b>	Health lesson; Health Smart; Kelso/PATHS/Kelly Bear/Second ; bibliotherapy; scenario videos/role plays; sorting games

<b>ASCA STANDARDS</b>	A:A2; A:A3; C:C2; PS A:2; PS:C1
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**ACTIVITY: Student Mental Health Advocacy**

<b>DESCRIPTION</b>	The counselor will perform multiple duties in order to meet the academic, social/emotional, and behavioral needs of the student population. Duties include: (1) monitoring/tracking attendance/tardy data, contacting parents of students with low attendance/high tardies to problem solve, counselor or nurse completes CPS reports when warranted. (2) Participation in SST, Rtl, PPS, Collaborative teams, parent/teacher conferences and other academic meetings. Ongoing meetings with parents, teachers, and administrators. (3) Coordinating and directing universal social emotional screening for all K-2 students and reporting data to all teachers, school psychologist and administrators. Informing parents regarding results of this screening assessment. (4) Perform assigned duties student pick-up for dismissal (checking adult identification). (5) Perform assigned duties in crisis, emergency/fire drill procedures. (6) Initiate and respond daily by phone, in person, electronic, and written communication with parents, teachers/staff, outside mental health staff, transportation dept. student concerns.
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Ongoing, as necessary, throughout the year
<b>RESOURCES</b>	Wayne Behavioral Health, Catholic Charities, & FACT staff; school counseling individual and group programs; Primary Project program; use of universal screener; Teacher/Child Rating Scale (TCRS)
<b>ASCA STANDARDS</b>	A:A3; A:B2; PS:C1

**ACTIVITY: School-Based Mentor Programs**

<b>DESCRIPTION</b>	Students who are at-risk are linked to a school-based mentor to provide positive role models and interactions.
<b>TARGET GROUP</b>	Grades K – 2 (students in need of additional positive adult attention)
<b>STAFF ASSIGNED</b>	School counselor makes referrals to SOS program coordinator and provides support and guidance to mentors and

	participating SOS faculty and staff. If available, trained mentors from Garlock Sealing Technologies or other approved community source.
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Designated space for student/mentor meetings; Mentor supplies: games, arts and crafts, story books; Mentor volunteer job description, application, and training resources
<b>ASCA STANDARDS</b>	A:A1; A:A2; PS:B1; PS:C1

**ACTIVITY: Changing Families Group**

<b>DESCRIPTION</b>	Groups counseling for K-2 students to support students with family transitions. Students experiencing family structure changes are grouped accordingly: divorce, domestic violence shelter, parent/guardian incarceration, foster care, grandparent as guardian, parent figure absent from life for other reasons (eg. drug rehab).
<b>TARGET GROUP</b>	Grades K – 2 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	6 – 8 sessions for 30 minutes per session
<b>RESOURCES</b>	Children of Divorce/Banana Splits lesson manual; changing families lesson manual; bibliotherapy; art therapy; play therapy; therapeutic games
<b>ASCA STANDARDS</b>	A:A1; A:A2; PS:B1; PS:C1

**ACTIVITY: Social Skills Counseling & Instruction**

<b>DESCRIPTION</b>	Kindergarten social skills classes will provide students skills building lessons regarding self-understanding, emotions management, problem solving and personal safety. Counselor pulls out K-2 students in groups of 4-6 to assist students in learning skills for empathy, emotional management and problem solving. Counselor pushes into first and second grade classes to deliver targeted social skills and personal safety lessons. Counselor coordinates/schedules for K-2 mindfulness classroom lessons: 6 lessons per class facilitated by Catholic Charities mental health counselors.
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	Counselor coordinates student social skills groups facilitated by mental health counselor from Catholic Charities.
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor, classroom teachers; Catholic Charities counselors
<b>TIME</b>	Kindergarten classes (40 minutes each 6-day cycle); 30 minutes for 8 weeks for multiple groups and individuals; Six 30-minute mindfulness lessons for K-2 (Catholic Charities)
<b>RESOURCES</b>	Second Step/PATHS curriculum; Kelso's Choices; mindfulness; role playing; responsive classroom strategies; therapeutic games; guided play; perspective taking activities
<b>ASCA STANDARDS</b>	A:A3; A:B1; C:A1; C:A2; PS:A1; PS:A2; PS:B1

**ACTIVITY: School Anxiety (Individual & Group)**

<b>DESCRIPTION</b>	Individual and/or group counseling to support students in reducing anxiety and increasing healthy school adjustment.
<b>TARGET GROUP</b>	Grades K – 2 (experiencing anxiety, often students who go to the nurse's office frequently, do not wish to come to school or stay in school, have separation anxiety from parents, are afraid to participate in group activities, worry about various aspects of school, fire drills, swimming, etc.)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Primary Project; expressive toys; behavior incentives (eg. breakfast group with counselor); bibliotherapy; art therapy/cognitive /behavior therapy; stress reduction activities-mindfulness
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; C:A1; PS:A1; PS:A2; PS:B2

**ACTIVITY: Diversity, Bullying, Personal Safety, Health Choices, and Lifestyles Lessons**

<b>DESCRIPTION</b>	Students receive lessons to address empathy, emotion management and problem solving specific topics: diversity
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	appreciation, bullying, tattling vs. reporting, and personal safety. Health curriculum lessons will address healthy choices/lifestyles, personal safety, internet safety.
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor, classroom teacher assigned to Health lessons
<b>TIME</b>	5 hours/week and as needed
<b>RESOURCES</b>	Kelso's Choices; Second Step/PATHS curriculum; Healthy Smart curriculum; Missing and Exploited Children resources
<b>ASCA STANDARDS</b>	A:A3; C:A1; C:A2; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Primary Project**

<b>DESCRIPTION</b>	Counselor coordinates universal screening for all K-2 students re: social-emotional functioning using the TCRS. Counselor facilitates student selection for Primary Project participation and provides individual and group supervision to child associates. Counselor performs ongoing program monitoring, program evaluation, post-screening, and communication among principal, teacher, parent and Children's Institute, SST /RTI committee. Counselor develops and coordinates ongoing professional development for Primary Project Team.
<b>TARGET GROUP</b>	Grades K – 2 (between 55 and 85 students participate)
<b>STAFF ASSIGNED</b>	School counselor, school psychologist, two full-time child associates
<b>TIME</b>	5 hours/week and as needed
<b>RESOURCES</b>	Primary Project Model National Certification Rubric and program materials; Primary Project Model School contract of required functions and activities; COMET software; Children's Institute consultant
<b>ASCA STANDARDS</b>	A: A1; A:A2; A:A3; A: B1; C:A1; C:A2; PS:A1; PS:A2; PS: B1; PS: C1

**ACTIVITY: Social Studies Classroom Units**

<b>DESCRIPTION</b>	Classroom teachers implement a variety of Social Studies Units/themes: Kindergarten: Community and Me; Family; Citizenship; Me and My World 1st Grade: We are Family; Let's Build Community; United We Stand 2nd Grade: Community and Geography; Rules, Laws and Being a Good Citizen 1st & 2nd Grades: Career Guests; Autobiographies; Author /Scientist/police, firemen , etc. visits
<b>TARGET GROUP</b>	Grades K – 2
<b>STAFF ASSIGNED</b>	School counselor, Social Studies lead teacher, classroom teachers, school librarian
<b>TIME</b>	School counselor integrates themes into social skills lessons and pushes into classrooms to support lessons.
<b>RESOURCES</b>	Social Studies curriculum and related materials; Pal-Mac Way; field trips; guest speakers; class/grade projects: Autobiographies, My Community
<b>ASCA STANDARDS</b>	A:A3; A:B1; A:C1; C:A1; C:B1; C:C1; PS:A1; PS:A2

**ACTIVITY: 2<sup>nd</sup> to 3<sup>rd</sup> Grade Transition for Primary Students**

<b>DESCRIPTION</b>	Students will gain knowledge to assist them with transition to a new school. Counselor coordinates visit to Intermediate School building, morning meeting, and 3 <sup>rd</sup> grade classrooms. Counselor facilitates pre-trip classroom discussion, pre-trip group counseling for anxious students, assists with facilitating classroom discussions and tours at Intermediate School.
<b>TARGET GROUP</b>	Grade 2
<b>STAFF ASSIGNED</b>	Primary School counselor, Intermediate School counselor, Intermediate School Principal, and 2 <sup>nd</sup> and 3 <sup>rd</sup> grade teachers student ambassador
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Building wide morning meeting; Pal-Mac Way Ambassador 5 <sup>th</sup> grade student tour guides; classroom presentations; transportation services; parent communication
<b>ASCA STANDARDS</b>	A:A2; PS:A2; PS:B1; PS:C1



**ACTIVITY: Introduction to Counseling Services at the Intermediate School**

<b>DESCRIPTION</b>	Students will learn about the role of the counselor, how to access counseling services and other helpers in the school, while also discussing the Pal-Mac Way contract in their agenda book.
<b>TARGET GROUP</b>	Grade 3, new students
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Classroom lessons, counselor will facilitate morning meeting on counselor introduction
<b>RESOURCES</b>	Pal-Mac Way contract; counseling lessons; therapeutic games and activities
<b>ASCA STANDARDS</b>	A:A2; A:A3; PS:A1; PS:B1; PS:C1

**ACTIVITY: Student Advocacy**

<b>DESCRIPTION</b>	Counselor will perform multiple duties in order to meet the academic, social/emotional, and behavioral needs of the student population. Duties include: monitoring/tracking attendance letters, contacting parents of students with low attendance, maintaining data; participation in SST, Rtl, PPS, and other academic meetings; ongoing meetings with parents, teachers, and administrators; performing assigned duties for bus arrival/dismissal; perform assigned duties in emergency/fire drill procedures; daily communication with parents; newsletter to parents.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As necessary, throughout the year
<b>RESOURCES</b>	Attendance records, researched counseling interventions
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3

**ACTIVITY: Crisis Counseling**

<b>DESCRIPTION</b>	Counselor pushes into classrooms to help students in crisis, and also pulls out students in crisis. The counselor will help de-escalate the student, and help them express their feelings and emotions that resulted in the crisis.
<b>TARGET GROUP</b>	Grades 3 – 5 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Stress reduction manipulatives; therapeutic activities; mindfulness; art therapy; cognitive/behavior therapy; outside agencies (eg. CPS)
<b>ASCA STANDARDS</b>	A:B2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Identifying and Providing Resources to Students/Families**

<b>DESCRIPTION</b>	Counselor identifies students in need through collaboration with teachers, parents, and outside agencies. Counselors plan and organize all of the programs and items to meet student's basic needs.
<b>TARGET GROUP</b>	Grades 3 – 5 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor (acting as homeless family liaison)
<b>TIME</b>	Ongoing, as necessary
<b>RESOURCES</b>	Local companies/churches; community volunteers/donors; outside agencies; CPS; DSS; food banks; electricity, heating, housing, resources; Victim's Resource Center; Good Neighbor Fund; Lions Club; American Legion; PTSO; Children's Clothing Closet; Salvation Army; Green Angels; Wayne County Community Resource Guide
<b>ASCA STANDARDS</b>	A:A1; PS:A1; PS:A2; PS:B1

**ACTIVITY: School-Based Mentoring Program**

<b>DESCRIPTION</b>	Students who are at risk are linked to a school-based mentor to provide positive role models and positive interactions. Counselor coordinates and supervises school based programs. Counselor advocates for student(s), initiating and follow up with multiple agencies.
<b>TARGET GROUP</b>	Grades 3 – 5 (as necessary)
<b>STAFF ASSIGNED</b>	School counselor and trained community members. If available, trained mentors from Garlock Sealing Technologies or other approved community source.
<b>TIME</b>	45 – 60 minutes, ongoing
<b>RESOURCES</b>	Arts and crafts; games; story books; school facilities; applications and training resources; mentor space
<b>ASCA STANDARDS</b>	A:A2; A:A3; C:A1; C:C1; C:C2; PS:A1; PS:A2; PS:C1

**ACTIVITY: Social Skills Classroom Lessons**

<b>DESCRIPTION</b>	Students receive lessons to address empathy, emotional management and problem solving. Other specific topics: diversity appreciation, bullying, tattling vs. reporting, personal safety, team building, etc.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As needed throughout the year; based on needs of classrooms by teacher and administrator recommendation
<b>RESOURCES</b>	Kelso's Choices; Second Step curriculum; Healthy Smart curriculum; Missing and Exploited Children resources; counseling lessons; therapeutic games and activities
<b>ASCA STANDARDS</b>	A:A3; C:A1; C:A2; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Individual & Group Counseling Support**

<b>DESCRIPTION</b>	Through individual and group counseling services, students will receive the necessary help to succeed in school,
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	specific to individual needs. The following programs are utilized: grief groups, banana splits, organizational groups, friendship/social skills groups.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Throughout the year, as needed
<b>RESOURCES</b>	Counseling lessons, therapeutic games and activities
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B1; PS:A1; PS:A2; PS:B1

**ACTIVITY: Grief & Loss Counseling**

<b>DESCRIPTION</b>	Students who have experienced a loss that negatively impacts their daily education will receive the support they need in school.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Art therapy; bibliotherapy; therapeutic games and activities; counseling lessons; journaling; memory book/box
<b>ASCA STANDARDS</b>	A:A1; A:A2; PS:A1; PS:A2; PS:B1; PS:B2; PS:C1

**ACTIVITY: Family Changes/Banana Splits**

<b>DESCRIPTION</b>	Students will be supported through family transitions: divorce, separation, living between two homes, gaining a stepparent or step sibling, becoming a brother/sister, domestic violence, homelessness, parent/guardian incarceration, foster care, grandparent as a parent figure, parents in drug rehab, etc.
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<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Activity workbooks; therapeutic games; role play; art therapy; play therapy; Family Changes manual; Children of Divorce Manual; Banana Splits curriculum
<b>ASCA STANDARDS</b>	A:A1; A:A2; PS:A1; PS:A2; PS:B1; PS:B2; PS:C1

**ACTIVITY: Social Skills/Friendship Learning**

<b>DESCRIPTION</b>	Students will learn effective communication skills, manage conflict resolution, and recognize the difference between healthy and unhealthy relationships in friendship and social skill groups for each grade level.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Morning meeting greeting; responsive classroom; role play; counseling lessons; therapeutic games and activities
<b>ASCA STANDARDS</b>	A:A2; A:A3; C:A1; C:A2; PS:A1; PS:A2; PS:B1

**ACTIVITY: Counseling for School Anxieties**

<b>DESCRIPTION</b>	Students will experience a reduction of anxiety in the following areas: school adjustment, test anxiety, social anxiety.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor

<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Behavior modification charts; bibliotherapy; use of fidget toys; counseling lessons; therapeutic games and activities
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; C:A1; PS:A1; PS:A2; PS:B1

**ACTIVITY: Coping Skills**

<b>DESCRIPTION</b>	Students will be provided an outlet to deal with overwhelming emotions, such as anger and/or stress. Students will discuss situations that cause overwhelming emotions and identify personalized strategies for dealing with these emotions in healthy ways.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Self-esteem lessons; counseling lessons; therapeutic games and activities
<b>ASCA STANDARDS</b>	PS:A1; PS:A2

**ACTIVITY: Emotional Regulation**

<b>DESCRIPTION</b>	Students will be able to understand emotional triggers, identify the appropriate feelings and utilize the de-escalation strategies. This will also give students an opportunity to connect with peers, reflect, and practice calming techniques.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual counseling or by groups as needed throughout the year. 30 minutes, 1 time a week
<b>RESOURCES</b>	Handouts; counseling lessons; therapeutic games and activities; check-ins/check-outs; behavior modification charts

<b>ASCA STANDARDS</b>	PS:A1; PS:A2
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**ACTIVITY: Stress Relief**

<b>DESCRIPTION</b>	Students will obtain knowledge on stress as well as physical, mental/emotional reactions to stress. Students will identify personal sources of stress and calming techniques (eg. deep breathing) to use in school and at home.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As needed, on an individual basis, for 30 minutes, one time per week
<b>RESOURCES</b>	Therapeutic games and activities; Stress balls/fidgets; counseling lessons
<b>ASCA STANDARDS</b>	A:A3; PS:A1; PS:A2

**ACTIVITY: Identifying Safety Problems**

<b>DESCRIPTION</b>	Students learn when to seek adult assistance for “Big Problems” (unsafe situations) and learn steps to resolve a “small problem” conflict. Situations include: 911 call role plays, internet safety, home alone safety, fire, poisons, guns, tobacco/alcohol products, medical emergencies.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor, classroom teachers
<b>TIME</b>	30 minutes, as needed, throughout the year
<b>RESOURCES</b>	Scenario/role play; Kelso/Second ; local fire and police departments
<b>ASCA STANDARDS</b>	A:A2; A:A3; C:C2; PS:A2; PS:C1

**ACTIVITY: Health Instruction**

<b>DESCRIPTION</b>	Students will possess the basic knowledge and skills which support positive health choices and behaviors in the areas of: personal and family health, nutrition; safety (personal, internet), and tobacco/alcohol prevention.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor, Physical Education teachers, school nurse
<b>TIME</b>	30 minute classroom lessons; throughout various school wide events
<b>RESOURCES</b>	Workbooks; role play/therapeutic games; Jump Rope for Heart; daily recess; Girls on the Run; Milers Club; local fire and police departments; transportation department
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; C:C2; PS:A1; PS:A2; PS:C1

**ACTIVITY: Substance Abuse Prevention Education**

<b>DESCRIPTION</b>	Students will learn over the course of 3 weeks (fall, winter, and spring) about making healthy choices and good decision making.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Various - October, January, spring
<b>RESOURCES</b>	Red Ribbon Week (Oct.); National Drug Free Week (Jan.); Jump Rope for Heart (spring); school wide morning meeting; announcements; classroom lessons-facts, role play/scenarios; 5th grade ambassador involvement
<b>ASCA STANDARD</b>	A:A1; A:A3; A:C1; C:A2; C:C2; PS:A1; PS:B1; PS:C1

**ACTIVITY: “Pal-Mac Way” Lessons**

<b>DESCRIPTION</b>	Students will focus on the “Pal-Mac Way” through various classroom lessons, as well as individual and group
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	counseling, to build upon character education and teach important values to enhance academic and social development.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Counseling lessons; therapeutic games/activities; Pal-Mac Way; morning meeting
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B2; C:A2; C:C2; PS:A1; PS:A2; PS:C1

**ACTIVITY: Listening Post**

<b>DESCRIPTION</b>	Counselor coordinates and supervises school based programs to provide a positive role model to students in the 5 <sup>th</sup> grade. Counselor provides activities for the listening post.
<b>TARGET GROUP</b>	Grade 5 (12-15 students)
<b>STAFF ASSIGNED</b>	School counselor and trained community members
<b>TIME</b>	1 hour weekly for 6-8 weeks
<b>RESOURCES</b>	Arts and crafts; school facilities; application and training resources; library
<b>ASCA STANDARDS</b>	A:A2; A:A3; C:C2; PS:A2; PS:C1

**ACTIVITY: Organizational Skill Learning**

<b>DESCRIPTION</b>	Students learn to manage and organize their desk, homework, and backpack on a daily basis. Working on an organizational check list each week for a reward.
<b>TARGET GROUP</b>	Grades 3 – 5 (3-7 students, participation is voluntary)

<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	By individual or group; 30 minutes, one time a week
<b>RESOURCES</b>	Organizational checklist; therapeutic games
<b>ASCA STANDARDS</b>	A:A2; A:B1; A:B2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Career Exploration**

<b>DESCRIPTION</b>	To provide students with age-appropriate career readiness skills, and the knowledge of making and achieving goals.
<b>TARGET GROUP</b>	Grades 3 – 5
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	Lessons as needed throughout the year, and/or during National Career Awareness Week (November 16-20)
<b>RESOURCES</b>	Student field trips; professional speakers within various fields of interest; interest survey; career research project for 5th graders
<b>ASCA STANDARDS</b>	A:A2; A:A3; A:B2; C:A2; C:B1; C:B2; C:C1; C:C2; PS:B1

**ACTIVITY: Growth & Awareness**

<b>DESCRIPTION</b>	To promote better sense of self-worth and self-esteem. Activities center around identifying strengths and focusing on what the students are doing well.
<b>TARGET GROUP</b>	Grades 3 – 5 (participation is voluntary)
<b>STAFF ASSIGNED</b>	School counselor
<b>TIME</b>	As needed throughout the year in individual counseling and/or group for 30 minutes, 1 time a week

<b>RESOURCES</b>	As necessary
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 3<sup>rd</sup> Grade Transition**

<b>DESCRIPTION</b>	Students will push into a building-wide morning meeting and a 3 <sup>rd</sup> grade classroom, get the chance to ask questions, have a social experience with 3rd grade peers, and experience lunch transition at the Intermediate School.
<b>TARGET GROUP</b>	Grade 2
<b>STAFF ASSIGNED</b>	School counselors, principals, teachers
<b>TIME</b>	90 minutes
<b>RESOURCES</b>	Building-wide morning meeting; building tour; classroom presentations; Pal-Mac Way Ambassadors (5 <sup>th</sup> graders)
<b>ASCA STANDARDS</b>	A:A2; C:C1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 6<sup>th</sup> Grade Transition**

<b>DESCRIPTION</b>	Counselors will assist with the yearly coordination of the 6 <sup>th</sup> grade orientation program. Counselor will speak to the 5 <sup>th</sup> graders about Middle School coursework, opportunities, and activities.
<b>TARGET GROUP</b>	Grade 5
<b>STAFF ASSIGNED</b>	Collaboration between Intermediate and Middle School counselors
<b>TIME</b>	As necessary
<b>RESOURCES</b>	Dependent on Middle School
<b>ASCA STANDARDS</b>	A:A2; C:C1; PS:A2; PS:B1; PS:C1



## **COMPREHENSIVE COUNSELING PLAN PALMYRA-MACEDON MIDDLE SCHOOL (GRADES 6 - 8)**

The Palmyra-Macedon Middle School plays an important role in the educational program of our students, transitioning them from Elementary School to High School. We address the unique intellectual and developmental needs of young adolescents, providing them the learning tools that will enable them to work towards becoming a college or career ready productive citizens in the 21<sup>st</sup> century that exemplify the “Pal-Mac Way.”

The Middle School counseling plan addresses specifically how we meet NYS part100 regulations by providing services in the areas of:

- Student annual reviews
- Instruction in career education and career planning
- Advisory for career planning
- Advisory for educational planning
- Advisory to enable students to benefit from the curriculum
- Advisory to assist students having attendance, behavioral, academic or adjustment issues
- Advisory to encourage parental involvement

The delivery method for the middle school counseling program is a blend of both responsive and preventative services. It includes classroom instruction, group counseling, individual counseling, academic planning, and consultation with both teachers and parents.

**ACTIVITY: Career Day (6<sup>th</sup> Grade Skills Competition)**

<b>DESCRIPTION</b>	6 <sup>th</sup> Grade students will sign up to learn about a specific career and then after receiving brief training from either a local business leader or faculty member will compete in a skills competition related to that career.
<b>TARGET GROUP</b>	Grade 6
<b>STAFF ASSIGNED</b>	School counselors, 6 <sup>th</sup> grade teachers, Developmental teachers, Middle School administrators
<b>TIME</b>	Will occur on Middle School Career Day (typically in the fall) for roughly 3 hours
<b>RESOURCES</b>	Career Day reflection form; community business members and volunteers; award medals to be presented to the top finishers in each of the competitions
<b>ASCA STANDARDS</b>	A:C1; C:A1; C:A2; C:B1; C:C1

**ACTIVITY: Career Day (7<sup>th</sup> Grade Trip to Wayne Technical & Career Center)**

<b>DESCRIPTION</b>	7 <sup>th</sup> Grade students will tour the Wayne Technical and Career Center (WTCC) on Career Day. Students will receive information about programs available at the WTCC and WTCC instructors will discuss careers that are associated with their programs and what job opportunities exist after completion.
<b>TARGET GROUP</b>	Grade 7
<b>STAFF ASSIGNED</b>	School counselors, 7 <sup>th</sup> grade teachers, WTCC counselor, transportation dept.
<b>TIME</b>	Will occur on Middle School Career Day (typically in the fall) for roughly 3 hours
<b>RESOURCES</b>	Career Day reflection form
<b>ASCA STANDARDS</b>	A:C1; C:A1; C:A2; C:B1; C:C1

**ACTIVITY: 6<sup>th</sup> Counseling Groups (Bereavement)**

<b>DESCRIPTION</b>	Small group lessons and activities to learn about the grieving process and effective healthy ways to manage with the death or loss of a family member or friend. <i>Specific groups run year-to-year based on student needs.</i>
<b>TARGET GROUP</b>	Grades 7 -8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors and/or school psychologist
<b>TIME</b>	Eight, thirty-minute group counseling sessions
<b>RESOURCES</b>	Groups room; Group Counseling for School Counselors: A practical Guide (text)
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 6<sup>th</sup> Counseling Groups (Conflict Resolution)**

<b>DESCRIPTION</b>	Small group lessons and activities to help students successfully manage conflicts with peers. Activities center on improving communication skills, managing conflict effectively, identifying anger triggers, mapping a conflict-handling style. <i>Specific groups run year-to-year based on student needs.</i>
<b>TARGET GROUP</b>	Grades 7 -8 (groups are voluntary and sorted by gender)
<b>STAFF ASSIGNED</b>	School counselors and/or school psychologist
<b>TIME</b>	Eight, thirty-minute group counseling sessions
<b>RESOURCES</b>	Groups room; Group Counseling for School Counselors: A practical Guide (text)
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 6<sup>th</sup> Grade Counseling Groups**

<b>DESCRIPTION</b>	6 <sup>th</sup> grade students will have the opportunity to participate in 3-4 week, "mini" counseling groups. Each group will focus on one topic area; past areas have included organizational skills, stress relief, and anger management.
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	<b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	Grade 6 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors and school psychologist
<b>TIME</b>	Groups typically meet weekly over a 3-4 week span for roughly 30-35 minutes per meeting
<b>RESOURCES</b>	Group materials, as indicated by the group. This can include, but is not limited to, handouts, packets, movie/video clips, and art supplies
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 6<sup>th</sup> Grade Orientation (Parent Night)**

<b>DESCRIPTION</b>	Counselors will assist with a brief presentation to parents of incoming 6 <sup>th</sup> graders, regarding counseling activities and duties in the Middle School, as well as information about the Middle School schedule.
<b>TARGET GROUP</b>	Parents/guardians of incoming 6 <sup>th</sup> grade students
<b>STAFF ASSIGNED</b>	Middle School counselors along with administrators, 6 <sup>th</sup> grade teachers, and the school psychologist
<b>TIME</b>	Event will occur on an evening in the spring, and will last for roughly one hour
<b>RESOURCES</b>	Middle School administrators will create a Power Point presentation to accompany the discussion, and will provide necessary handouts for parents.
<b>ASCA STANDARDS</b>	A:A1; A:A3

**ACTIVITY: 6<sup>th</sup> Grade Orientation**

<b>DESCRIPTION</b>	Counselors will assist with the yearly coordination of the 6 <sup>th</sup> grade orientation program. Counselors will speak to the 5 <sup>th</sup> graders about Middle School coursework, opportunities, and activities, while bringing several student volunteers to speak about their experiences and answer questions. Counselors will also assist as tour chaperones during the 5 <sup>th</sup>
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	graders' visit to the Middle School.
<b>TARGET GROUP</b>	Grade 5
<b>STAFF ASSIGNED</b>	School counselors; Middle School volunteers to assist with the presentation and tours; Middle School and Intermediate School administrators
<b>TIME</b>	45 – 60 minute presentation to 5 <sup>th</sup> grade students; 60 minute tour of the Middle School
<b>RESOURCES</b>	“Middle School Times” orientation newsletter – containing quotes from current 6 <sup>th</sup> graders on favorite experiences, classes, and memories from 6 <sup>th</sup> grade; slideshow of middle school faculty, classes and activities; 6th grade student introduction form.
<b>ASCA STANDARDS</b>	A: A1; A:A2; A:B1; PS:B1

**ACTIVITY: 6<sup>th</sup> Grade Bullying Awareness & Tolerance Lesson**

<b>DESCRIPTION</b>	Counselors will present a lesson to all students in 6 <sup>th</sup> grade Health FACtS on bullying awareness, including the definition of bullying, bullying vs. conflict, the Olweus bully cycle, consequences, and cyberbullying. The lesson will also address tolerance and allow students the opportunity to create a personal tolerant statement, as well as a reason to be tolerant.
<b>TARGET GROUP</b>	Grade 6
<b>STAFF ASSIGNED</b>	School counselors and Health FACtS teachers
<b>TIME</b>	72-minute lesson to all 6 <sup>th</sup> grade Health FACtS classes
<b>RESOURCES</b>	School and community resources for handling bullying; “Tolerance footprint” to be created by students. They will create a personal tolerant statement and a reason why they should be tolerant.; “Tolerance and Good Character Statements” handout
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 6<sup>th</sup> Grade Goal Setting Lesson**

<b>DESCRIPTION</b>	Counselors will teach a lesson on academic awareness with 6 <sup>th</sup> grade students each marking period. These lessons will address topics such as understanding the information on school report cards, using Parent Portal, self-awareness of academic performance, and goal setting.
<b>TARGET GROUP</b>	Grade 6
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	40-minute lesson each marking period to all 6 <sup>th</sup> grade teams; 30-minute annual review meetings with all 6 <sup>th</sup> graders
<b>RESOURCES</b>	“Academic Performance” packet; “6 <sup>th</sup> grade annual review” sheets will also include a question related to the material discussed in this lesson.
<b>ASCA STANDARDS</b>	A: A1; A:A2; A:A3; A:B2; C:A2

**ACTIVITY: Bullying, Harassment, & Discrimination Lesson**

<b>DESCRIPTION</b>	This lesson provides students with basic information on bullying, harassment, and discrimination. A discussion of the social/emotional and legal consequences of each will be included, as will a brief discussion of the Dignity For All Students Act, and policies currently in place to address these topics. Students will end the lesson by signing the “Pal-Mac Way pledge,” asserting that they will not bully, harass, or discriminate against others.
<b>TARGET GROUP</b>	All students in grades 6 – 8
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	30-minute lesson
<b>RESOURCES</b>	Pal-Mac Way pledge; Smartboard/ projector and PowerPoint slide show
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Career Day (8<sup>th</sup> Grade College Visits)**

<b>DESCRIPTION</b>	Counselors will coordinate college visits for 8 <sup>th</sup> grade students during the middle school's annual Career Day. College visits will provide an opportunity for students to learn more about college life and academic preparation, while also touring a college campus and eating lunch in a residential dining hall. Students will complete a reflection sheet following the tour.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	Counselors will organize the trips with assistance from administrators and office staff, the transportation department, and teacher chaperones.
<b>TIME</b>	Trips will occur on the Middle School's annual Career Day; field trips typically run all-day (on-campus and with travel)
<b>RESOURCES</b>	Materials provided by participating colleges; Career Day reflection forms
<b>ASCA STANDARDS</b>	A:B1; A:B2; C:A1; C:A2; C:C1; C:C2

**ACTIVITY: Counseling Groups (Anger Management)**

<b>DESCRIPTION</b>	The Anger Management group will discuss the many facets of anger management, such as understanding anger triggers, identifying feelings, and utilizing appropriate de-escalation strategies. Students will have the opportunity to participate in group discussions, reflect on their own experiences, and practice numerous calming techniques. <b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	Grades 7 – 8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	A counselor will facilitate each 10-week group, with meetings lasting between 30-35 minutes.
<b>RESOURCES</b>	Group handouts, as necessary; Post-it notes; facial expression cards; TV/movie clips; Sprite, food coloring, clear cups; balloons and rice/oatmeal/sand
<b>ASCA STANDARDS</b>	A:A3; PS:A1; PS: B1; PS:C1

**ACTIVITY: Counseling Groups (Career Exploration)**

<b>DESCRIPTION</b>	The Career Exploration group will assist students with improving their understanding academic and personal skills, and how those skills are utilized in careers they may wish to pursue. <i>Specific groups run year-to-year based on student needs.</i>
<b>TARGET GROUP</b>	Grade 7 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	A counselor will facilitate each 4-week group, with meetings lasting between 30-35 minutes each week.
<b>RESOURCES</b>	“Career Exploration Group” packet, containing materials for each meeting. Students can keep these after the 4 <sup>th</sup> week; online career search website/software, such as Bridges; Self-Directed Search (SDS) packets, both for students to complete and later identify potential careers.
<b>ASCA STANDARDS</b>	A:A1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1

**ACTIVITY: Counseling Groups (College Exploration)**

<b>DESCRIPTION</b>	The College Exploration Group will utilize work sheets, group discussions and exploration of websites to help introduce students to college prep, the college application process and college life. <i>Specific groups run year-to-year based on student needs.</i>
<b>TARGET GROUP</b>	Grade 8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	A counselor will facilitate the groups, with assistance from other faculty (eg. high school counselors), as necessary.
<b>TIME</b>	Groups will run for 5 weeks and each weekly meeting will last between 30-40 minutes.
<b>RESOURCES</b>	“College Exploration Group” Packet ; laptops to access college websites
<b>ASCA STANDARDS</b>	A:A3; A:B1; A:B2; A:C1; C:A2; C:C1

**ACTIVITY: Counseling Groups (Social Skills)**

<b>DESCRIPTION</b>	The Social Skills group will provide a chance for students who may have interest and need for more than one counseling group to participate in a group for a longer period of time, and target a wider variety of social, academic, communication, and behavior skills. <b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	All students, as necessary
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	The length of the groups and the amount of group members will be determined by the number of applicable students, and the start time of the annual group counseling program. Typically this group will meet 2 to 4 times per month for roughly 30 minutes per session.
<b>RESOURCES</b>	Additional Resources (eg. handouts, videos) will be assigned, as necessary
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Counseling Groups (Stress Management)**

<b>DESCRIPTION</b>	The Stress Management group will provide students with information on stress, as well as our physical and mental/emotional reactions to stress. Group participants will identify personal sources of stress and numerous calming techniques (eg. deep breathing, autogenics, diet, music) will be introduced in the subsequent weeks. <b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	Grades 7 – 8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Ten, 30 – 35 minute group counseling sessions
<b>RESOURCES</b>	Group handouts, as necessary; movie clips; Mandala sheets, crayons/markers; balloons, rice/oatmeal/sand; snacks (with stress- relieving properties)
<b>ASCA STANDARDS</b>	A:A2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: High School Course Selection**

<b>DESCRIPTION</b>	Middle school counselors will work collaboratively with High school counselors to assist students in identifying appropriate coursework for 9 <sup>th</sup> grade. High School counselors will provide class lessons on 9th grade scheduling and graduation requirements.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	Middle School counselors; High School counselors
<b>TIME</b>	Individual scheduling meetings will run between 15 – 30 minutes
<b>RESOURCES</b>	Copy of 9 <sup>th</sup> grade course selections; students will receive a High School course book prior to that meeting
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; A:B2; A:C1; C:A1; C:B2; C:C1; C:C2

**ACTIVITY: Student Scheduling**

<b>DESCRIPTION</b>	Counselors will create academic schedules for all Middle School students. When applicable, counselors will make changes to these schedules, and answer any questions and/or concerns from students, parents, and faculty. 6th and 7th grade students will make scheduling requests during their annual review meeting.
<b>TARGET GROUP</b>	All students
<b>STAFF ASSIGNED</b>	School counselors; Middle School administrators (creation of the Master schedule)
<b>TIME</b>	Counselors will create student schedules over the summer break, and adjust them throughout the school year, as necessary.
<b>RESOURCES</b>	Student schedules; Infinite Campus information system
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1

**ACTIVITY: Summer School Scheduling**

<b>DESCRIPTION</b>	If a student fails more than one core academic course for the year, summer school is often an option to retake those courses.
<b>TARGET GROUP</b>	Any students that fail (cumulative average below 65) a core academic course at the end of the year
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	As necessary; counselors will contact parents/guardians of failing students when final grades are available; counselors will assist parents with registration the following week (late-June/early-July).
<b>RESOURCES</b>	Summer School Registration Packet, created by the Middle School main office
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; PS:B1

**ACTIVITY: Wayne Technical & Career Center Skills Competition**

<b>DESCRIPTION</b>	The WTCC offers a Skills Competition for 8 <sup>th</sup> grade students in Wayne County. Participating students have the opportunity to compete in an event that coincides with one of the programs at WTCC. Prior to the event, school counselors meet with 8 <sup>th</sup> graders to describe the competition and its events, and encourage students to sign up; students are later chosen randomly to participate.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	School counselors; Developmental Teachers (for scheduling classroom presentations and 1-2 teachers to serve as field trip chaperones)
<b>TIME</b>	20-30 minute classroom presentation; day-long field trip to WTCC competition
<b>RESOURCES</b>	Skills Competition sign-up sheet
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: Crisis Counseling**

<b>DESCRIPTION</b>	Counselors will respond to individual student needs when they are in crisis with support and encouragement, provide building/district-wide counseling support for both students and staff members during a crisis situation such as the death of a student or faculty member, and serve on building crisis response team to assist in planning responsive services at times of crisis.
<b>TARGET GROUP</b>	All students and faculty, as needed
<b>STAFF ASSIGNED</b>	School counselors and/or school psychologist
<b>TIME</b>	As necessary
<b>RESOURCES</b>	District Crisis Management plan; Suicide Threat Assessment form (if necessary)
<b>ASCA STANDARDS</b>	PS:C1; PS:A2

**ACTIVITY: Counseling Groups (Family Relationships)**

<b>DESCRIPTION</b>	Small group lessons and activities to help students cope with changes to their family as a result of either divorce or separation. Activities center on improving communication, developing healthy coping strategies, and understanding shifting family dynamics. <b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	Grades 7 – 8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselors and/or school psychologist
<b>TIME</b>	Eight, thirty-minute group counseling sessions
<b>RESOURCES</b>	Groups room; Group Counseling for School Counselors: A practical Guide (text)
<b>ASCA STANDARDS</b>	PS: A1; PS: A2; PS: B1; PS: C1

**ACTIVITY: 6<sup>th</sup> Grade Annual Review Meetings**

<b>DESCRIPTION</b>	Each 6 <sup>th</sup> grade student will meet with his/her school counselor to review the current school year, identify strengths and
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	weaknesses, discuss the next school year, set goals for the following year, and discuss possible career interests.
<b>TARGET GROUP</b>	Grade 6
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	30-minute individual sessions
<b>RESOURCES</b>	Grade 6 Annual Review form
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1

**ACTIVITY: 7<sup>th</sup> Grade Annual Review Meetings**

<b>DESCRIPTION</b>	Each 7 <sup>th</sup> grade student will meet with his/her school counselor to review the current school year, identify strengths and weaknesses, discuss the next school year, set goals for the following year, and discuss possible career interests.
<b>TARGET GROUP</b>	Grade 7
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	30-minute individual sessions
<b>RESOURCES</b>	Grade 7 Annual Review form
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1

**ACTIVITY: 8<sup>th</sup> Grade Annual Review Meetings**

<b>DESCRIPTION</b>	Each 8 <sup>th</sup> grade student will meet with his/her school counselor to review the current school year, identify strengths and weaknesses, discuss and set goals for the next school year, and discuss possible career interests. 8 <sup>th</sup> Graders will receive an overview of classes available in the high school and which classes align with their career aspirations.
<b>TARGET GROUP</b>	Grade 8

<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	30-minute individual sessions
<b>RESOURCES</b>	Grade 8 Annual Review form; High School scheduling handbook
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1

**ACTIVITY: Introduction of Middle School Counseling Services & Staff**

<b>DESCRIPTION</b>	Counselors and psychologists push in to 6 <sup>th</sup> grade classes to help students learn about the role of the counselors and psychologist, including resources the Counseling Office has available and how students can access counseling services.
<b>TARGET GROUP</b>	Grade 6
<b>STAFF ASSIGNED</b>	School counselors and school psychologist
<b>TIME</b>	40-minute lesson
<b>RESOURCES</b>	School counseling mascot; "Name the School Counseling Office Mascot" contest entry forms
<b>ASCA STANDARDS</b>	A:A1; A:B1; PS:A1; PS:A2

**ACTIVITY: Teen Depression and Suicide Awareness ("More Than Sad") Activity**

<b>DESCRIPTION</b>	Students will view "More Than Sad," while school counselors will lead discussion on the video and mental health.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	School counselors, Health teachers
<b>TIME</b>	72 minute lesson during all 8 <sup>th</sup> grade Health classes (1 lesson over 8 different Health sections)

<b>RESOURCES</b>	“More Than Sad” DVD and materials; pre/post-assessment
<b>ASCA STANDARDS</b>	PS:B1; PS:C1

**ACTIVITY: Parent Portal Presentation**

<b>DESCRIPTION</b>	Counselors will demonstrate for parents and students how to access and fully utilize the parent portal portion of the Infinite Campus student management system.
<b>TARGET GROUP</b>	All parents (and students)
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	30 minute presentation during Open House (fall)
<b>RESOURCES</b>	SMART Board access; Parent Portal handout; PowerPoint presentation; laptops/Chromebooks
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B2

**ACTIVITY: Counseling Groups (Peer Relationships)**

<b>DESCRIPTION</b>	Small group lessons and activities to promote better relationships with peers. Activities center on improving communication skills, managing conflict effectively, and recognizing the differences between healthy and unhealthy relationships. <b><i>Specific groups run year-to-year based on student needs.</i></b>
<b>TARGET GROUP</b>	Grades 7 – 8 (groups are voluntary)
<b>STAFF ASSIGNED</b>	School counselor or school psychologist
<b>TIME</b>	Eight, thirty-minute groups counseling sessions
<b>RESOURCES</b>	Group Counseling for School Counselors: A practical Guide (text); group room
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Counseling Groups (Growth & Awareness)**

<b>DESCRIPTION</b>	Small group lessons and activities to promote better sense of self-worth and esteem. Activities center around identifying strengths and focusing on what the students are doing well. <i>Specific groups run year-to-year based on student needs.</i>
<b>TARGET GROUP</b>	Grades 7-8 (groups are voluntary and sorted by gender)
<b>STAFF ASSIGNED</b>	School counselor or school psychologist
<b>TIME</b>	Eight, thirty-minute groups counseling sessions
<b>RESOURCES</b>	Group Counseling for School Counselors: A practical Guide (text); group room
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 7<sup>th</sup> Grade Substance Abuse Awareness Lesson**

<b>DESCRIPTION</b>	Students will view a counselor created Power Point Presentation regarding Alcohol and Other Drugs. Myth or Fact game- students will Overview of how AOD impact all areas of life.
<b>TARGET GROUP</b>	Grade 7
<b>STAFF ASSIGNED</b>	School counselors, Health teachers
<b>TIME</b>	45-minute lesson
<b>RESOURCES</b>	PowerPoint presentation; Myth/Fact sheets; Myth/Fact handout
<b>ASCA STANDARDS</b>	PS:A1; PS:B1; PS:C1

**ACTIVITY: Student Portal Access**

<b>DESCRIPTION</b>	Students will view a presentation on accessing the student portal and be provided with information on how to access the portal both on a computer and on a personal electronic device. Students will complete a portal scavenger hunt.
<b>TARGET GROUP</b>	Grades 7 - 8
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	40-minute lesson
<b>RESOURCES</b>	PowerPoint presentation; laptops/Chromebooks; personal devices; Portal Scavenger Hunt sheet
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2

## **COMPREHENSIVE COUNSELING PLAN PALMYRA-MACEDON HIGH SCHOOL (GRADES 9-12)**

The high school counseling program provides services in education and career planning, school success, family involvement, and student interventions. The counselors at the Palmyra-Macedon High School seek to provide a balance of both responsive services, as needed, along with preventative and educational programming.

The high school counseling program provides services in the following categories:

- Educational and Career Planning
  - Annual review of each student's educational progress and career plans
  - Instruction at each grade level to address the three ASCA competencies: academic, career/college, personal/social
- School Success/Parent Involvement
  - Instruction on the various opportunities and supports available to students
  - Various parent nights and presentations
- Student Interventions
- Programs to help students who exhibit any attendance, behavioral, or adjustments problems

**ACTIVITY: Collaborative Team Meetings**

<b>DESCRIPTION</b>	School counselors and school psychologist meet weekly to discuss student caseloads and identify at-risk students in need of additional support and services.
<b>TARGET GROUP</b>	Grades 9 - 12
<b>STAFF ASSIGNED</b>	School counselors, school psychologist
<b>TIME</b>	Weekly, 1-hour meetings
<b>RESOURCES</b>	Access to students' attendance, behavior and academic records; input from teachers
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; PS:A1; PS:A2; PS:B1

**ACTIVITY: College Applications**

<b>DESCRIPTION</b>	Counselors will assist student with completing and submitting their college applications, as well as any other required forms/documentation.
<b>TARGET GROUP</b>	Grade 12 (possibly 11 <sup>th</sup> )
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Continuous
<b>RESOURCES</b>	Access to a computer with Internet and Microsoft Word, SUNY Common application username and password (if applicable), letters of recommendation, college applications and transcripts
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:C1

**ACTIVITY: College Fair Field Trip(s)**

<b>DESCRIPTION</b>	Counselor(s) will take students to college fairs where they will meet with college admissions
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	representatives and acquire information to assist in determining their college decision.
<b>TARGET GROUP</b>	Grades 11-12
<b>STAFF ASSIGNED</b>	High School Counselor(s), College admission representatives, Transportation Department
<b>TIME</b>	Fall and/or spring
<b>RESOURCES</b>	School newsletters, school announcement forms, location of college fair, transportation
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:A1; C:B2; C:C1; PS:A2; PS:B1

**ACTIVITY: College/Career Planning**

<b>DESCRIPTION</b>	School Counselors will provide classroom instruction to discuss post-secondary options and begin the process of determining a final post-secondary plan.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School Counselors
<b>TIME</b>	Spring; 30 minutes per classroom presentation
<b>RESOURCES</b>	High School classrooms, "College Search" worksheet, other college information handouts, SAT/ACT information
<b>ASCA STANDARDS</b>	C:A1; C:B1; C:C1; PS:A1

**ACTIVITY: Diversity Awareness**

<b>DESCRIPTION</b>	Counselors will provide classroom instruction to students on the topic of Diversity Awareness.
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<b>TARGET GROUP</b>	Grades 9 – 12
<b>STAFF ASSIGNED</b>	School Counselors, School Psychologist, English teachers, Counseling office secretaries
<b>TIME</b>	TBD
<b>RESOURCES</b>	Access to SMART Board and SMART Board technologies, Access to PC with PowerPoint, additional educational materials for students (i.e. pamphlets, handouts)
<b>ASCA STANDARDS</b>	PS:C1

**ACTIVITY: 8<sup>th</sup> Grade Student Orientation Lesson**

<b>DESCRIPTION</b>	High school counselors visit 8 <sup>th</sup> grade classes to discuss course information, extracurricular opportunities, general High School information, and prepare students for their scheduling meetings.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	High School counselors, Middle School classroom teachers, Middle School counselors
<b>TIME</b>	December/January; 30 minutes per classroom presentation
<b>RESOURCES</b>	Scheduling handbooks, PowerPoint presentation, AV equipment
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2

**ACTIVITY: 8<sup>th</sup> Grade Parent Orientation Presentation**

<b>DESCRIPTION</b>	School counselors, teachers and administrators host an evening to provide parents and students with information about academic programs, support services, athletic programs, extracurricular opportunities and more.
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<b>TARGET GROUP</b>	Grade 8 parents (and students)
<b>STAFF ASSIGNED</b>	High School principal, High School & Middle School counselors, High School teachers, main office and counseling office secretaries
<b>TIME</b>	January; typically 1.5 – 2 hours
<b>RESOURCES</b>	Eighth grade orientation agenda, PowerPoint presentation, handouts, AV equipment
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2

**ACTIVITY: 8<sup>th</sup> Grade Scheduling Meetings**

<b>DESCRIPTION</b>	High school and middle school counselors meet with each eighth grade student to determine course selections for their ninth grade academic year.
<b>TARGET GROUP</b>	Grade 8
<b>STAFF ASSIGNED</b>	High School counselors, Middle School counselors, High School and Middle School counseling office secretaries
<b>TIME</b>	January; typically 15-20 minutes per meeting
<b>RESOURCES</b>	Location to meet with eighth grade students, middle school counselors and parents (if applicable), access to a computer with internet, access to Infinite Campus, scheduling forms
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2

**ACTIVITY: Stress Relief Lesson**

<b>DESCRIPTION</b>	High School counselors provide a lesson to 9th graders on stress, including the types of stress and
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	various means of coping with stress. Students cycle through three different activities that address stress management (deep breathing, cognitive restructuring), proper preparation (study and organizational skills), and “distractions” (mandalas, relaxing music).
<b>TARGET GROUP</b>	Grade 9
<b>STAFF ASSIGNED</b>	High School counselors and school psychologist
<b>TIME</b>	Spring; 30-35 minutes per lesson
<b>RESOURCES</b>	Classrooms to meet with 9th graders (with room to break into smaller mini-groups); mandalas and coloring supplies; relaxing music, as necessary; handouts
<b>ASCA STANDARDS</b>	A:A2; A:B2; PS:A1; PS:A2; PS:B1; PS:C1

### **ACTIVITY: Financial Aid Night**

<b>DESCRIPTION</b>	Parent(s)/guardian(s)/students are invited and encouraged to attend a financial aid night at the high school where a financial aid advisor, from a location college, will provide families with information on how to best plan, financially for college, financial aid opportunities available to students and parents and when and how to complete financial aid forms.
<b>TARGET GROUP</b>	Grades 9 – 12
<b>STAFF ASSIGNED</b>	School counselors, financial aid advisor, counseling office secretaries
<b>TIME</b>	Typically held in November; approximately 2-3 hours
<b>RESOURCES</b>	Location to host financial aid evening, AV equipment for presenter, informational handouts
<b>ASCA STANDARDS</b>	A:B2; C:B1; C:C1

**ACTIVITY: Meetings with College, Career, and Military Representatives**

<b>DESCRIPTION</b>	Students have the opportunity to meet individually or in small groups with various college, military, and career representatives. Counselors will receive a calendar of dates/times for visits, and contact their students to pass on any necessary information. At least one counselor will meet with any visiting representative to gather information, ask questions, and then report that information back to the counseling department
<b>TARGET GROUP</b>	Grades 9 – 12
<b>STAFF ASSIGNED</b>	School Counselor, counseling office staff
<b>TIME</b>	As necessary, roughly 30 minutes per meeting with each representative
<b>RESOURCES</b>	Announcement forms, location for admission representative(s) and student(s) to meet, representative visit schedule
<b>ASCA STANDARDS</b>	C:A1; C:B2; C:C1

**ACTIVITY: New Student Orientation**

<b>DESCRIPTION</b>	Counselors will meet with students new to the school district, in order to review four-year plan, graduation requirements, college/career plans, and determine an appropriate schedule for each new student
<b>TARGET GROUP</b>	Grades 9 - 12
<b>STAFF ASSIGNED</b>	School Counselor
<b>TIME</b>	As necessary, roughly 30-45 minutes per meeting
<b>RESOURCES</b>	High School counseling offices, academic/permanent record folder, CSE information (if applicable), NYS graduation requirements

<b>ASCA STANDARDS</b>	A:A3; A:B1; A:B2; C:B2; PS:A1
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**ACTIVITY: 10<sup>th</sup> Grade College Visits**

<b>DESCRIPTION</b>	All 10th grade students will have the opportunity to tour a college campus in the area, obtain information about academic programming, campus life, housing and extracurricular activities, and eat lunch on campus.
<b>TARGET GROUP</b>	Grades 10
<b>STAFF ASSIGNED</b>	School counselor, teachers, and High School work-based learning coordinator.
<b>TIME</b>	October
<b>RESOURCES</b>	Counselors will assign students to specific college tour based on their self-reported post-secondary plan/career visits. Admission office representatives to coordinate college campus tours. Transportation department to coordinate transportation to and from campus tours.
<b>ASCA STANDARDS</b>	A:B2; A:C1; C:A1

**ACTIVITY: Counseling Groups**

<b>DESCRIPTION</b>	All students will have the opportunity to participate in group counseling session(s) on various topics, to be determined by student interest and need (i.e. study skills, organization, depression, anxiety, social skills).
<b>TARGET GROUP</b>	Grades 9 – 12
<b>STAFF ASSIGNED</b>	School counselors, School psychology, interns/practicum students (as available)
<b>TIME</b>	TBD. Groups may run between 4 – 10 weeks, meeting once per week.

<b>RESOURCES</b>	Needs assessment, Passive consent form, Conference room or office in private location to ensure confidentiality and privacy any other materials needed to conduct counseling group (TBD by subject area)
<b>ASCA STANDARDS</b>	A:A1; A:A3; PS:A1; PS:A2; PS:B1

**ACTIVITY: Open House Presentation/Parent Meetings**

<b>DESCRIPTION</b>	Counselors provide parents and students with pertinent counseling office information, activities and events that will take place throughout the school year, and information regarding college admissions process, application process and general information about colleges.
<b>TARGET GROUP</b>	Grades 9 – 12
<b>STAFF ASSIGNED</b>	School counselors, office staff
<b>TIME</b>	September (Open House night)
<b>RESOURCES</b>	SUNY view books, FAFSA information, scheduling handbooks, counseling department brochure, available area college information
<b>ASCA STANDARDS</b>	A:A3; A:B1; A:C1

**ACTIVITY: Partial Day Scheduling**

<b>DESCRIPTION</b>	Partial day coordinator (counselor assigned) will meet with students interested in pursuing a partial-day schedule their senior year, individually to review four year graduation requirements and determine their partial-day schedule.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	Partial day coordinator (counselor)

<b>TIME</b>	Ongoing, but typically the beginning of each semester
<b>RESOURCES</b>	High School counseling offices, academic transcript, senior year academic course schedule, partial-day application
<b>ASCA STANDARDS</b>	A:C1

**ACTIVITY: College Admissions Database**

<b>DESCRIPTION</b>	During Dollars for Scholars classroom visits, Dollars for Scholar board members will have each senior complete a “Senior final plan” worksheet depicting their post-secondary plan at the time of graduation, provide a list of all colleges applied to and admission decision and alumni database contact information. Counselor will then use college admission information to compile a resource guide to student to reference when planning for post-secondary education.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	End of the school year
<b>RESOURCES</b>	Senior English classrooms, “Senior final plans” worksheet, Excel/Google sheets, Infinite Campus student information database (ACT/SAT scores, GPA)
<b>ASCA STANDARDS</b>	A: B1; A:B2; A:C1

**ACTIVITY: Summer Academic Review**

<b>DESCRIPTION</b>	Counselors will review student transcripts to make grade promotion/demotion determinations and ensure students are taking the necessary coursework to earn their NYS diploma.
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<b>TARGET GROUP</b>	Grades 9-12
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Late-June through early-September
<b>RESOURCES</b>	High School Counseling offices, final report cards, transcripts, final report grades from summer school (if applicable), "Summer School Courses/Exams" list, "Failure List"
<b>ASCA STANDARDS</b>	A: A3

**ACTIVITY: Dollars For Scholars Classroom Lessons**

<b>DESCRIPTION</b>	Dollars for Scholars board members (representatives from the counseling office) will visit English 12 classrooms to conduct several presentations to students about the Palmyra-Macedon Dollars for Scholars organization, scholarships available to seniors, application process, awards ceremony information, and important application deadlines.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	Dollars for Scholars board members (representatives from the counseling office), English 12 teachers
<b>TIME</b>	Year-round
<b>RESOURCES</b>	PowerPoint, Smartboard, Scholarship America website, Access to students personal e-mail (for students to obtain login information), Dollars for Scholars student newsletter
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B2

**ACTIVITY: Rochester Area Colleges Fair**



<b>DESCRIPTION</b>	School counselors arrange for admissions representatives from the Rochester-area to visit Palmyra-Macedon High School so that students have the opportunity to directly interact and communicate with admissions representatives. The event is set up like a college fair, so students can walk around and meet with various reps.
<b>TARGET GROUP</b>	Grade 11-12
<b>STAFF ASSIGNED</b>	School counselors, counseling office secretaries, custodial staff
<b>TIME</b>	Fall (September/October)
<b>RESOURCES</b>	Sign-in sheets for students, cafeteria, tables to display brochures, refreshments
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; PS:A2

**ACTIVITY: PSAT Review Meetings**

<b>DESCRIPTION</b>	Counselors communicate with students to ensure they have an accurate interpretation of their PSAT score.
<b>TARGET GROUP</b>	Grade 11 (possibly 10)
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	December/January
<b>RESOURCES</b>	PSAT testing results
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2

**ACTIVITY: SAT/ACT Classroom Lessons**

<b>DESCRIPTION</b>	Counselors distribute information regarding the SAT and ACT to English 11 students. Counselors discuss
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	the format of each test, the cost, location and how to register for each test. Counselors also provide students with the importance of taking the SAT/ACT in the college application process.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors, counseling office secretaries, classroom teachers
<b>TIME</b>	February. May be presented with "Interviewing Lesson."
<b>RESOURCES</b>	Handout with SAT/ACT test dates and registration information, sample SAT for each student, PowerPoint presentation, projector, and computer
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:B1; C:B2; C:C1

### **ACTIVITY: Schedule Changes**

<b>DESCRIPTION</b>	Students are required to meet with their counselor to discuss proposed schedule changes, determine reason for the proposed change, and if the change is in the student's best interests. If it is determined the change is in the student's best interest, the student is required to obtain a schedule change form from their counselor and solicit appropriate signatures from teacher(s) and parent(s). Once the schedule change form is returned, counselor will make the schedule change in Infinite Campus and provide the student with a copy of their new schedule. A copy of their new schedule, with the schedule change form attached, will be filed in the student's academic file. Counselors will meet with students, teachers, and parents to discuss and determine appropriate schedule changes that include adding or deleting a lab to/from a student's schedule.
<b>TARGET GROUP</b>	All students
<b>STAFF ASSIGNED</b>	School counselors, teachers, administrators
<b>TIME</b>	Ongoing, as necessary, but typically in September and January, and throughout summer

<b>RESOURCES</b>	Computer, Infinite Campus, Schedule Change forms, Master Schedule
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: Student Financial Aid Assembly**

<b>DESCRIPTION</b>	Students will view a presentation on the financial aid application process, including relevant terms, deadlines, paperwork, and other information. The presentation will be provided by counselors and/or a financial aid advisor from a local college/ university.
<b>TARGET GROUP</b>	Grade 11 - 12
<b>STAFF ASSIGNED</b>	School counselors, teachers, administrators, possibly financial aid advisor from a local college
<b>TIME</b>	Spring of junior year and/or fall of senior year
<b>RESOURCES</b>	E-mail to teachers, newsletter to students and parents, assembly time during district-wide Early Dismissal Day, Smartboard/AV equipment, PowerPoint presentation, information packet for students (TBD), financial aid representative from local college (TBD)
<b>ASCA STANDARDS</b>	A:B2

**ACTIVITY: Senior Charts & Review Meetings**

<b>DESCRIPTION</b>	Counselors input credit count, diploma type and courses/Regents exams still needed toward graduation into the "senior chart". Counselors will meet with each senior, individually, to review four-year plan, transcript, final year course selections, NYS graduation requirements, future career plans and discuss the college application process.
<b>TARGET GROUP</b>	Grade 12

<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	October, times vary per student. Senior charts are edited, as necessary, throughout the year.
<b>RESOURCES</b>	High School counseling offices, senior review sheets, transcripts, senior year schedule, NYS graduation requirements, senior chart sheets
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

### **ACTIVITY: Career Identification Lesson**

<b>DESCRIPTION</b>	Counselors will discuss the process of identifying a career choice with students, and have students share any potential career interests. Students will complete an online career assessment, utilizing the Bridges website (bridges.com). Once the assessment is completed, students will review the list of potential careers that match their assessment results. Students will choose two careers and answer relevant questions about them. If time permits, students will take a skills assessment to see how their academic skills can shape their career identification process. Students will complete a “3-2-1” sheet prior to the end of the period, asking for three things they knew about career identification prior to the lesson, two things they learned, and one question they still have.
<b>TARGET GROUP</b>	Grade 10
<b>STAFF ASSIGNED</b>	School counselors, work-based learning coordinator, 10th grade English teachers
<b>TIME</b>	Full period (85 minutes), typically in late-spring
<b>RESOURCES</b>	Computer lab, Bridges subscription, various worksheets, cumulative folders
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

### **ACTIVITY: IEP Annual Reviews**

<b>DESCRIPTION</b>	High school counselors travel to the Middle School to participate in annual review meetings for students with special education services, in addition to participating in all annual reviews for their current High School students.
<b>TARGET GROUP</b>	Grades 8 - 12
<b>STAFF ASSIGNED</b>	High School counselors, Middle School counselors, teachers, school psychologists, special education teachers (MS & HS), special education department chair, special education secretary
<b>TIME</b>	March - April
<b>RESOURCES</b>	Student academic file, sign-in sheet
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; C:A1; C:B1; C:B2; C:C1; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Middle School Parent University**

<b>DESCRIPTION</b>	Middle school students and parents will have the opportunity to obtain important information regarding NYS graduation requirements and opportunities available at the High School to prepare and plan for their student's transition to the High School and for academic success.
<b>TARGET GROUP</b>	Grade 6-8 students and parents
<b>STAFF ASSIGNED</b>	School counselors (Middle School and High School)
<b>TIME</b>	Fall
<b>RESOURCES</b>	Middle school classroom, Smartboard, PowerPoint, information packet
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; C:C2; PS:A1

**ACTIVITY: Substance Use/Abuse Awareness Lesson**

<b>DESCRIPTION</b>	Counselors will provide classroom guidance to students on the topic of Substance Use/Abuse Awareness. Instruction on the topic of substance use/abuse awareness will result in students being able to identify five emotional and physical dangers of substance abuse. Students will also be able to identify five signs/symptoms of substance abuse.
<b>TARGET GROUP</b>	Grade 9
<b>STAFF ASSIGNED</b>	School counselors, school psychologist, counseling office secretary.
<b>TIME</b>	TBD
<b>RESOURCES</b>	Access to SMART Board and SMART Board technologies, Access to PC with PowerPoint, additional educational materials for students (i.e. pamphlets, handouts)
<b>ASCA STANDARDS</b>	PS:B1; PS:C1

**ACTIVITY: Valedictorian/Salutatorian Designation**

<b>DESCRIPTION</b>	School counselors review senior class ranks at the end of the second marking period to determine valedictorian and salutatorian candidates; counselors will then provide a brief written summary of the recipients' academic and community accomplishments.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	School counselors, principal, counseling office secretaries
<b>TIME</b>	February
<b>RESOURCES</b>	Location for meeting with principal, class rank report
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3

### **ACTIVITY: PSAT Classroom Lesson**

<b>DESCRIPTION</b>	Meet with 11th grade students in classrooms to review the salient features of the PSAT, including question/section structure, PSAT scoring, test uses and scholarship opportunities, as well as its relevance to post-secondary goals.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	October
<b>RESOURCES</b>	Access to SMART Board and SMART Board technologies, access to PC with Power Point, additional educational materials for students (PSAT registration information)
<b>ASCA STANDARDS</b>	A:B1; A:C1; C:B1; C:B2

### **ACTIVITY: Counseling Office Newsletter**

<b>DESCRIPTION</b>	Preparation of a newsletter during the beginning of the school year with important information (eg. graduation requirements, test dates, scheduling info) pertaining to the coming months.
<b>TARGET GROUP</b>	All students and parents
<b>STAFF ASSIGNED</b>	School counselors, counseling office staff
<b>TIME</b>	August
<b>RESOURCES</b>	Computer and appropriate software (eg. Word, Publisher)
<b>ASCA STANDARDS</b>	A:A3; A:B1

### **ACTIVITY: Student Scholarships & Awards**

<b>DESCRIPTION</b>	Scholarships for which Pal-Mac students are qualified to earn will be gathered and catalogued. Based on the scholarship specifications, the counselors will identify students who meet criteria and process the application on the student's behalf.
<b>TARGET GROUP</b>	All students, although awards are primarily for 11th and 12th grade students
<b>STAFF ASSIGNED</b>	School counselors, lead teachers (for subject-based scholarships), counseling office secretaries
<b>TIME</b>	End of the 3 <sup>rd</sup> marking period
<b>RESOURCES</b>	Copy of each student's report card and the class rank. Counselors will share information on students' self-reported extracurricular involvement and post-graduation plans. Counseling secretaries will gather information on available scholarships, and print report cards and class rank.
<b>ASCA STANDARDS</b>	A:A1; A:A3; C:C2; PS:A1

**ACTIVITY: Master Schedule Coordination**

<b>DESCRIPTION</b>	Formation of a schedule outlining the day and time each class within the high school will run. Assigning teachers to courses (at the discretion of building principal), and assigning students to requested coursework.
<b>TARGET GROUP</b>	All students and staff
<b>STAFF ASSIGNED</b>	School counselors, principal, lead teachers
<b>TIME</b>	Winter/spring
<b>RESOURCES</b>	Class/teacher assignments for the following school year, course selection/request numbers
<b>ASCA STANDARDS</b>	A:C1; C:B1; C:B2



### **ACTIVITY: Summer School Registration**

<b>DESCRIPTION</b>	Counselors will review final report cards/grades, regents/common core grade reports and failure report to determine students in need of retaking a course and/or regents/common exam during the summer. Counselors will contact students and/or parents via e-mail/or phone calls to discuss end of the year academic outcome and devise a plan and register the student to either attend summer school and/or retake a regents/common exam required for graduation.
<b>TARGET GROUP</b>	All students (and parents) requiring or requesting summer school
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Mid-June through early-July
<b>RESOURCES</b>	Infinite Campus student information database, e-mail, telephone
<b>ASCA STANDARDS</b>	A:A2; A:A3; A:B1; A:B2

### **ACTIVITY: Collaboration with Community Agencies/Service Providers**

<b>DESCRIPTION</b>	Counselors, in collaboration with the school psychologist, nurse, administrators, teachers, parents, and support staff, will work to identify students that would benefit from referrals to outside support agencies. Counselors will follow-up with outside support agency case workers to attempt ensure students' health and safety needs are met.
<b>TARGET GROUP</b>	All students, parents, and staff
<b>STAFF ASSIGNED</b>	Counselors, School Psychologist, School Nurse administrators, teachers, parents support staff
<b>TIME</b>	Ongoing
<b>RESOURCES</b>	Student records, Infinite Campus database, input from School Nurse/parents/teachers, outside agency referral paperwork/database

<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; PS:A1; PS:A2; PS:B1; PS:C1
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**ACTIVITY: Senior Transcripts**

<b>DESCRIPTION</b>	Counselors will review senior transcripts to ensure accuracy of history of coursework, final grades earned, credit received, Regents/Common Core grades earned, SAT/ACT scores (if applicable), weighted and unweighted GPA accuracy and final credit count toward graduation. Counselors will sign and mail final official transcripts to seniors self-reported college of choice at the end of the year.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	School counselors and office staff
<b>TIME</b>	Ongoing, post-graduation (June/July)
<b>RESOURCES</b>	Infinite Campus student information database
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:B2

**ACTIVITY: Scheduling Handbook**

<b>DESCRIPTION</b>	Counselors will meet with teachers and administrators to create a booklet listing all coursework with descriptions. Coursework and other relevant academic and graduation information will be compiled into the scheduling handbook. The handbook will be edited, printed, and distributed to all students prior to scheduling meetings.
<b>TARGET GROUP</b>	All students, parents, and staff
<b>STAFF ASSIGNED</b>	Counselors and counseling department staff will work closely with teachers and administrators.
<b>TIME</b>	The scheduling handbook will be revised, printed, and distributed to students prior to individual scheduling

	meetings, which typically begin in November/ December.
<b>RESOURCES</b>	Counselors will work closely academic departments and administrators in order to provide an accurate list and descriptions for the coursework available at the High School.
<b>ASCA STANDARDS</b>	A:B2; C:B1; C:B2

**ACTIVITY: Finger Lakes Community College Gemini Coordinator**

<b>DESCRIPTION</b>	A counselor will serve as the FLCC Gemini coordinator. The coordinator will regularly distribute applicable information from FLCC to participating students and staff. They will also work with FLCC and High School staff to organize a registration day, where FLCC staff will come to the High School to enroll students for Gemini credits. Counselors will share information about the Gemini program to students and parents, either individually, in classroom and/or parent presentations, and via the scheduling handbook.
<b>TARGET GROUP</b>	All students taking an FLCC Gemini course
<b>STAFF ASSIGNED</b>	Counselors and any faculty that teach an FLCC Gemini course
<b>TIME</b>	Registration is typically held in Sept./Oct. and then again in Feb./March. Counselors will provide continued individual and classroom support to teachers and students to answer questions about Gemini courses. Meetings for regional Gemini coordinators are typically held once per year, typically in December.
<b>RESOURCES</b>	Counselors will work closely with FLCC Gemini staff to share information, both about the program, the High School's subsequent courses, and student registrations. Students will receive information and registration packets from FLCC, to be distributed either by their teacher or the counseling staff.
<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; A:B2; A:C1; C:A1; C:B2; C:C1

**ACTIVITY: 504 Plan Case Management**

<b>DESCRIPTION</b>	Counselors will attend 504 meetings for their students, share relevant information on test modifications to staff prior to exam week, and distribute 504 plans to all appropriate teachers/staff.
<b>TARGET GROUP</b>	All students with a 504 plan
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Ongoing. Plans will be distributed at the beginning of each semester, and whenever revised. Test mods will be shared with appropriate staff prior to test weeks in January and June.
<b>RESOURCES</b>	Counselors will utilize relevant academic, attendance, and behavior data to provide updates on student performance.
<b>ASCA STANDARDS</b>	A:B2

**ACTIVITY: College Admissions Lesson**

<b>DESCRIPTION</b>	Juniors will gain information/insight about the college application process (i.e. admission requirements, how to prepare, important topics to think about when selecting a college, what to expect in the college admission process, how to be the best college applicant possible) through an interactive, group-based activity, where they serve as admissions counselors, determining who they will admit/deny to an imaginary college.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	November
<b>RESOURCES</b>	English 11 teachers/classrooms, Smartboard, PowerPoint, information packets/worksheets
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1

### **ACTIVITY: The Great Sorting Game (for College Admissions)**

<b>DESCRIPTION</b>	Juniors will gain information/insight about the important factors in college admissions decisions, such as grades, activities, standardized test scores, and other relevant information and circumstances. The activity will have nine participants serving as potential students, and the remainder of the class will be the admissions committee. The potential students will hold up a card with their chosen GPA displayed prominently on the front, and other relevant information about their character on the back. Students will initially line up by GPA and then be instructed to follow directions (eg. If you take advanced courses, move one spot forward) based on a number of scenarios. For each scenario, the counselor will lead a discussion of its relevance in college admissions (or employment) decisions; the class can then discuss/debate as to whether they agree or not.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	March (or whenever Career Day is scheduled)
<b>RESOURCES</b>	Classroom space to line up participants, laminated info cards for students
<b>ASCA STANDARDS</b>	A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1

### **ACTIVITY: Interviewing Skills Lesson**

<b>DESCRIPTION</b>	Students will participate in a large group activity covering situations in which one may need to interview, interviewing best practices/tips and tricks, and partner work to implement newly learned strategies. Students will work in rotating pairs to interview each other for acceptance to an imaginary college/university, using provided questions. Students will share their experiences following the activity.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors

<b>TIME</b>	Spring, prior to NACAC field trip
<b>RESOURCES</b>	SMART board and SMART board technology, Interviewing Skills PowerPoint, and Interviewing Skills handout.
<b>ASCA STANDARDS</b>	C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A2

**ACTIVITY: Hugh O'Brien Youth (HOBY) Leadership Recognition**

<b>DESCRIPTION</b>	Counselor and past HOBY participants will present information on the HOBY program to all 10th grade students. Counselor will distribute and collect HOBY applications. Counselor, teacher volunteer, and past student participants will interview all applicants and choose candidates to attend the HOBY conference, typically held in June. Once chosen, counselor will register all student participants and contact families.
<b>TARGET GROUP</b>	Grade 10
<b>STAFF ASSIGNED</b>	School counselor (serving as HOBY rep), volunteering student and teacher representatives
<b>TIME</b>	Fall, typically October/November.
<b>RESOURCES</b>	HOBY information and resources, including student applications, will be shared with students. Past student participants will be available to share their experiences with current 10th graders.
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Girls/Boys State**

<b>DESCRIPTION</b>	School Counselors will review students' transcripts to identify the top 20% of boys and girls from Palmyra and Macedon. Names will be given to teachers to nominate appropriate students. Counselors will present information to students about Boys and Girls state, and will arrange interviews with the Men's and Women's Auxiliary Legion for interested students.
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<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors, counseling office secretaries, Palmyra and Macedon Men's and Women's Auxiliary Legion members.
<b>TIME</b>	January - March
<b>RESOURCES</b>	Copy of class rank and student's address; nomination form from teachers
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Advanced Placement (AP) Test Coordination**

<b>DESCRIPTION</b>	AP Coordinator will review AP student rosters to determine AP test need, collaborate with AP teachers to ensure that they are up to date on College Board teacher requirements and documentation, communicate with AP teachers to ensure student sign-up for AP testing dates, work to resolve any testing conflicts, ensure College Board approved testing accommodations for any students with disabilities, Order, store and oversee payment for AP texts, and coordinate AP test proctors and testing rooms.
<b>TARGET GROUP</b>	Studies in AP courses
<b>STAFF ASSIGNED</b>	AP Coordinator (counselor assigned), AP teachers, Head custodian, Main Office secretary (to reserve testing rooms), administrator
<b>TIME</b>	Ongoing
<b>RESOURCES</b>	E-mail, College Board website, newsletter to students/parents (as needed), classrooms for testing, secure storage space for AP tests
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2

**ACTIVITY: Wayne Technical & Career Center (WTCC) Registration**

<b>DESCRIPTION</b>	Counselors will meet with students interested in pursuing vocational training while in High School. Counselors will review transcripts to ensure students have meet course requirements for attendance at WTCC. After an explanation of available programs, counselors will schedule students to visit WTCC. Upon visit completion, counselors will review an attendance contract with students and register the student with WTCC. Counselors will meet and communicate regularly with the WTCC counselor.
<b>TARGET GROUP</b>	Students in grades 10-12 interested in attending WTCC
<b>STAFF ASSIGNED</b>	School Counselors, WTCC staff, counseling secretaries
<b>TIME</b>	Winter/spring, during 10 <sup>th</sup> & 11 <sup>th</sup> grade scheduling meeting
<b>RESOURCES</b>	High School transcripts, WTCC field trip permission slips, WTCC contract
<b>ASCA STANDARDS</b>	A:A3; A:B2; A:C1; C:A1; C:A2; C:B1; C:C2

**ACTIVITY: Foreign Exchange Student Liaison**

<b>DESCRIPTION</b>	Foreign exchange student liaison (Counselor assigned) will work with administrators and foreign exchange programs to enroll and acclimate foreign exchange student(s) to Palmyra-Macedon High School. Liaison will work with Foreign exchange student and host to determine a course schedule that meets exchange program requirements and the students' academic needs.
<b>TARGET GROUP</b>	Foreign exchange students, Foreign exchange student liaison (counselor assigned), host families
<b>STAFF ASSIGNED</b>	Foreign exchange student liaison (counselor), administrators, registrar
<b>TIME</b>	Ongoing
<b>RESOURCES</b>	Foreign exchange student(s) application and cumulative file



<b>ASCA STANDARDS</b>	A:A1; A:A3; A:B1; A:C1; PS:A1
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**ACTIVITY: Project Lead the Way Coordination**

<b>DESCRIPTION</b>	School Counselors will become familiar with the Project Lead the Way course offerings and appropriate sequencing of classes to allow students to build on previous knowledge and work toward PLTW certification.
<b>TARGET GROUP</b>	All students, Tech department staff
<b>STAFF ASSIGNED</b>	School Counselors, Technology Teachers
<b>TIME</b>	Varies, depending on necessary trainings/conferences
<b>RESOURCES</b>	PLTW conference information, coordination with Technology department teachers
<b>ASCA STANDARDS</b>	A:A3

**ACTIVITY: Attendance Meetings**

<b>DESCRIPTION</b>	Counselors will meet with students who reach a certain number of days absent from school. The counselor and student will discuss the reason(s) for these absences, identify resources, and make a plan to improve attendance. Counselors will contact parents/guardians when students reach a minimum number of absences.
<b>TARGET GROUP</b>	Any applicable students
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Dependent on the student/parent

<b>RESOURCES</b>	High School attendance data; Palmyra-Macedon C.S.D. attendance policy
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Individual Counseling**

<b>DESCRIPTION</b>	Counselors will meet with students, as needed, to help with their continued academic, career, and personal/social development. Appointments may be made at the request of the student and/or parent/guardian, or at the discretion of the counselor and/or other faculty member.
<b>TARGET GROUP</b>	All students, as necessary
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Meetings may be short- or long-term, depending on the student's needs and the counselor's recommendations.
<b>RESOURCES</b>	Counselors will work collaboratively with other staff and parents, as necessary, to facilitate development.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: IEP/504-Mandated Counseling**

<b>DESCRIPTION</b>	School counselors and psychologists will provide individual and/or group counseling to students requiring that support, as indicated by their IEP or 504 plan. Counselors will also present information at any relevant meetings and create counseling goals and progress notes, as necessary.
<b>TARGET GROUP</b>	Students with an IEP or 504 plan, recommending either individual and/or group counseling support

<b>STAFF ASSIGNED</b>	School counselors and/or school psychologist
<b>TIME</b>	Time will be determined by the level of counseling support required per the students' plans.
<b>RESOURCES</b>	Mental health staff will work closely with special education teachers and case managers, as indicated.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Finger Lakes Community College Pre-Orientation Field Trip**

<b>DESCRIPTION</b>	12th grade students either planning on or interested in applying to Finger Lakes Community College (FLCC) will have the opportunity to visit campus for a few hours in order to receive a pre-orientation tour. The tour will allow students the chance to meet with important staff members, tour the campus, and receive information about FLCC supports, college life, and their eventual transfer to a 4-year college/university.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	School counselors and work-based learning coordinator
<b>TIME</b>	A half-day (3-5 hours) in the spring, allowing students the opportunity to set their future plans and apply to FLCC.
<b>RESOURCES</b>	Various members of the FLCC staff, including those from admissions, academic support, educational planning, and career support, will be available to meet with and present to students.
<b>ASCA STANDARDS</b>	A:B1; A:B2; PS:B1

**ACTIVITY: 9<sup>th</sup> Grade Academic Planning Meetings**

<b>DESCRIPTION</b>	Counselors will meet with each 9th grade student to evaluate their transcript looking at academic
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	performance and progress toward meeting NYS graduation requirements; post-secondary goals will be discussed. Counselors will present courses available to student for the following year. Student and counselor will select future courses consistent with ability, interest and graduation requirements.
<b>TARGET GROUP</b>	Grade 9
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Beginning of the 2 <sup>nd</sup> marking period. Times will vary, depending on the student
<b>RESOURCES</b>	Copy of students' transcript, scheduling handbook, scheduling worksheet
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: 10<sup>th</sup> Grade Academic Planning Meetings**

<b>DESCRIPTION</b>	Counselors will meet with each 10th grade student to evaluate their transcript looking at academic performance and progress toward meeting NYS graduation requirements; post-secondary goals will be discussed. Counselors will present courses available to student for the following year. Student and counselor will select future courses consistent with ability, interest and graduation requirements.
<b>TARGET GROUP</b>	Grade 10
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Beginning of the 2 <sup>nd</sup> marking period. Times will vary, depending on the student.
<b>RESOURCES</b>	Copy of students' transcript, scheduling handbook, scheduling worksheet
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: 11<sup>th</sup> Grade Academic Planning Meetings**

<b>DESCRIPTION</b>	Counselors will meet with each 11th grade student to evaluate their transcript looking at academic performance and progress toward meeting NYS graduation requirements; Post-secondary goals will be discussed. Counselors will present courses available to student for the following year. Student and counselor will select future courses consistent with ability, interest and graduation requirements.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Beginning of the 2 <sup>nd</sup> marking period. Times will vary, depending on the student.
<b>RESOURCES</b>	Copy of students' transcript, scheduling handbook, scheduling worksheet. A copy of the Pal-Mac "College Handbook" of admissions information will be distributed to all students.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B2; C:C1; C:C2; PS:A1; PS:B1

### **ACTIVITY: 9<sup>th</sup> Grade Status Meetings**

<b>DESCRIPTION</b>	Counselors will meet individually with all 9th grade students to assess their transition to the High School, answer relevant questions, ensure appropriate coursework and interventions, and set goals for the year.
<b>TARGET GROUP</b>	Grade 9
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Meetings will occur early in the school year (Sept./Oct.). Times will vary, depending on the student.
<b>RESOURCES</b>	Counseling staff will coordinate a schedule of meeting times and inform students/teachers, as necessary.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

### **ACTIVITY: 10<sup>th</sup> Grade Status Meetings**

<b>DESCRIPTION</b>	Counselors will meet individually with all 10th grade students to assess their first year in the High School, answer relevant questions, ensure appropriate coursework and interventions, and set goals for the year.
<b>TARGET GROUP</b>	Grade 10
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Meetings will occur early in the school year (Sept./Oct.). Times will vary, depending on the student.
<b>RESOURCES</b>	Counseling staff will coordinate a schedule of meeting times and inform students/teachers, as necessary.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: 11<sup>th</sup> Grade Status Meetings**

<b>DESCRIPTION</b>	Counselors will meet individually with all 11th grade students to assess their first two years in the High School, answer relevant questions, ensure appropriate coursework and interventions, discuss college/career plans, and set goals for the year.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Meetings will occur early in the school year (Sept./Oct.). Times will vary, depending on the student.
<b>RESOURCES</b>	Counseling staff will coordinate a schedule of meeting times and inform students/teachers, as necessary.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1; C:A1; C:B1; C:B2; C:C1; C:C2; PS:A1; PS:B1

**ACTIVITY: College Admissions Rep Meetings**

<b>DESCRIPTION</b>	At least one counselor will meet with all college admissions reps/counselors that visit campus. Counselors
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	will be assigned to meet with a rep, and then will report back information about that college to other counselors. Counselors will also speak with any students interested in that college to facilitate a time to meet with that admissions rep.
<b>TARGET GROUP</b>	All students, with a focus on grades 11-12
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	As necessary, roughly 30 minutes per meeting with admissions reps
<b>RESOURCES</b>	Counseling staff will coordinate a schedule of meeting times and inform students/teachers, as necessary.
<b>ASCA STANDARDS</b>	A:B1; A:C1; C:A1; C:B1; C:B2; PS:A2

**ACTIVITY: Intro the High School/"Level Up" Lesson**

<b>DESCRIPTION</b>	Members of the counseling office staff will meet with 9th grade classes to introduce themselves and discuss relevant information about the transition to the High School. Counselors will discuss the "Level Up" challenge, where students will need to maintain minimum standards of behavior, attendance, and academic success in order to receive a reward, offered later in the school year.
<b>TARGET GROUP</b>	Grade 9
<b>STAFF ASSIGNED</b>	School counselors, school psychologist, work-based learning coordinator
<b>TIME</b>	The lesson is presented within the first few weeks of the school year, typically for 30-45 minutes in English 9 classes
<b>RESOURCES</b>	"Level Up" challenge packet for all students. Powerpoint presentation, providing information about graduation requirements, activities, dual enrollment courses, and college/career planning.
<b>ASCA STANDARDS</b>	A:A1; A:A2; A:A3; A:B1; A:B2; A:C1

**ACTIVITY: Promoting Student Resources**

<b>DESCRIPTION</b>	Counselors share resources with students and parents frequently, in order to provide access to supports and programs that will ensure their continued success and growth. Counseling department will regularly update the department's website, Facebook page, and any other applicable electronic/ social media outlets. Counselors will send applicable information to students and parents via other means, such as electronic messenger, letters home, or via email.
<b>TARGET GROUP</b>	All students, parents, and staff
<b>STAFF ASSIGNED</b>	School counselors, psychologist, and counseling office staff
<b>TIME</b>	As resources are received
<b>RESOURCES</b>	Counselors will use applicable resources available to them, including the district, High School, and counseling office websites, the counseling office Facebook page, the morning announcements, and any other applicable resources.
<b>ASCA STANDARDS</b>	A:A3; A:B1; A:B2; A:C1; C:A1; C:A2; C:B1; C:B2; C:C2; PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: Crisis Counseling**

<b>DESCRIPTION</b>	In times of emergency or dire need, counselors are available to provide counseling support to students, in order to maintain their safety. Counselors will provide recommendations and resources to parents/guardians on appropriate plans of action for the future.
<b>TARGET GROUP</b>	All students, as necessary
<b>STAFF ASSIGNED</b>	School counselors and/or psychologists
<b>TIME</b>	Time will be dependent on the students' needs and the precipitating crisis/events



<b>RESOURCES</b>	Students may be referred to outside service providers, resources, or agencies as necessary to ensure their continued health and safety.
<b>ASCA STANDARDS</b>	PS:A1; PS:A2; PS:B1; PS:C1

**ACTIVITY: 12<sup>th</sup> Grade Exit Interviews**

<b>DESCRIPTION</b>	Counselors will have students complete “Exit Interview” sheets during a 12th grade English class. Information gathered from “Exit Interviews” will be compiled into relevant post-secondary goal data for the district.
<b>TARGET GROUP</b>	Grade 12
<b>STAFF ASSIGNED</b>	School counselors
<b>TIME</b>	Exit interviews are typically completed in early-June. Individual classroom meetings can run from 30-45 minutes.
<b>RESOURCES</b>	Students complete a copy of the “Senior Exit Interview” worksheet.
<b>ASCA STANDARDS</b>	A:A1; A:B2

**ACTIVITY: NACAC College Fair Field Trip**

<b>DESCRIPTION</b>	Field trip to the National Association of College Admissions Counselors (NACAC) college fair in Rochester. Counselors will work with selected students prior to the event to pre-register online.
<b>TARGET GROUP</b>	Grade 11
<b>STAFF ASSIGNED</b>	2-3 school counselors will accompany students on this field trip
<b>TIME</b>	The field trip is 3-4 hours for one day, typically in mid-March

<b>RESOURCES</b>	Classroom presentation about the college fair, along with interviewing skills. A sign-up sheet will be posted in the counseling office, on a first-come, first-served basis. Laptops will be available to allow students to pre-register online.
<b>ASCA STANDARDS</b>	A:A1; A:B1; A:B2

## APPENDIX: ASCA National Standards for Students

*Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1*

### ACADEMIC DEVELOPMENT

*ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.*

**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 and behaviors that 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: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 interests 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 post-secondary 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 Goals**

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

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 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**

*ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.*

**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 nontraditional 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 résumé

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:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**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 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 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 influencing 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

*ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.*

**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 goal-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:C1 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 about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

**Cited from:**

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