

VOORHEESVILLE CENTRAL SCHOOL DISTRICT

Guidance Plan

Grades K-5

State regulations for elementary counseling are as follows:

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.*

The following plan strives to meet these regulations in full. In addition, ***The National Standards for School Counseling Programs*** were referenced throughout this plan and can be found at the back of the packet. It is this counselor's strong belief that the framework provided by the standards will help keep the focus on what students should know, comprehend, and be able to demonstrate to enhance their development. In addition, use of the National Standards provides clarification for the relationship of school counseling to the educational system.

*Appendix B: Part 100 and School Counseling Programs, *The New York State Model for Comprehensive K-12 School Counseling Programs*

Service: Classroom Guidance Lessons for Social & Emotional Development

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5.Outcome
<p><u>2nd Step, A Violence Prevention Curriculum:</u> Students will learn a range of feeling vocabulary, emotion management, and problem solving strategies.</p>	<p>5 Classes of the First Grade. Counselor will meet with each classroom and teach Three Units, resulting in a total of 19 lessons taught (per class)</p>	<p>Counselor/ 30 min. per Class. Sept.- Nov. (9 classes) Jan-Feb. (5 classes) Mar –April (5 classes) 8 hours prep time</p>	<p>Classroom Posters Parent Letters Role Plays Songs DVD examples</p>	<p>Students will gain an understanding of Empathy, Impulse Control, Problem Solving, and Anger Management</p> <p><u>Academic Development (standard A)</u></p> <p><u>Career Development (standard B, C)</u></p> <p><u>Personal /Social Development (Standard A, C)</u></p>

Service: Classroom Guidance Lessons for Social & Emotional Development

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
<p><u>2nd Step, A Violence Prevention Program:</u> Students will review and practice emotion management and problem solving strategies.</p>	<p>5 Classes of Second Grade</p> <p>Counselor will meet with each classroom and teach Three Units for a total of 17 lessons, per class</p>	<p>Counselor/30 min. per class</p> <p>Nov.-Dec. 5 classes</p> <p>Jan-Feb. 6 classes</p> <p>March –April 6 classes</p> <p>8 Hours Prep</p>	<p>Class Posters related to Problem Solving Steps, Calm Down Steps</p> <p>Parent Letters</p> <p>DVD examples</p>	<p>Students will learn Impulse Control and Problem Solving as well as Anger management.</p> <p><u>Personal/Social Development (Standard A)</u></p> <p><u>Career Development (B, C)</u></p> <p><u>Academic Development (C, A)</u></p>

Service: Classroom Guidance Lessons for Accepting Differences/Bully Awareness

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
<p><u>I DIDN'T KNOW I WAS A BULLY, LITERATURE BASED LESSONS ON BULLYING BEHAVIOURS:</u> Counselor will meet with each classroom and teach guidance lessons related to Accepting Differences and Bullying Behaviors as well as Behavior Change Strategies.</p>	<p>4 classes of Third Grade</p>	<p>Counselor/ 30 min per class Oct-Nov 6 classes 2 hours prep</p>	<p>Parent Letters Behavior Change Forms Literature Based Curriculum Stories & Questions</p>	<p>Students will learn to identify bullying behaviors, make a plan to change behaviors they may engage in, and increase their level of acceptance of those perceived as different.</p> <p><u>Academic Development (Standard A)</u></p> <p><u>Personal/Social Development</u> <u>(Standard A, B, C)</u></p>

Service: Classroom Guidance for Careers Awareness/Exploration

Program Description

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
<p>My Student Planner Folder:</p> <p>To promote awareness of personal strengths, skills, interests, hobbies, dreams and achievements</p>	<p>5 Classes of First Grade</p> <p>5 Classes of Second Grade</p> <p>4 Classes of Third Grade</p> <p>4 Classes of Fourth Grade</p> <p>4 Classes of Fifth Grade</p> <p>Total of 22 Classes</p>	<p>Counselor</p> <p>Jan - Feb</p> <p>30 minute class x 22 classes =</p> <p>660 minutes</p> <p>2 hours prep time</p>	<p>Folder</p> <p>Students will track personal, social and academic information throughout their school years.</p>	<p><u>Academic Development</u> (Standard A, B, C)</p> <p><u>Career Development</u> (Standard A, B, C)</p> <p><u>Personal/Social Development</u> (Standard A,B,C)</p> <p>.</p>

Program Description

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
<p>Play Real Game</p> <p>Students assume and explore aspects of adult life. Lets them experience some work related situations, and emphasizes the importance of all work, ongoing education, teamwork, and positive attitudes.</p>	<p>4 Classes of Grade 4</p>	<p>Counselor</p> <p>March - May</p> <p>10, 60 minute classes=600 min</p> <p>600 minutes X 4 classes = 2400 minutes</p> <p>5 hours prep</p>	<p>Folders</p> <p>Maps</p> <p>Power Point/Smart Board</p> <p>Assorted handouts</p>	<p>Students develop knowledge of importance of a positive self concept, skills to interact positively with others, awareness of the importance of growth and change, awareness of the benefits of educational achievement, awareness of the relationship between work and learning, and skills to understand and use career information.</p> <p><u>Career Development (Standard A, B, C)</u></p> <p><u>Personal/Social Development Standard (A,B,C)</u></p> <p><u>Academic Development (Standard A,C)</u></p>

Service: Classroom Guidance Lessons for Student Success

Program Description

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
<p>Student Success Skills</p> <p>Students are taught goal setting, progress monitoring, and success sharing as well as memory skills, managing test anxiety, and skills for healthy optimism</p>	<p>4 classes of Grade 5</p>	<p>Counselor</p> <p>Jan - Feb</p> <p>45 (min) x 4 = 180 minutes</p> <p>5 classes x 180 minutes= 900 minutes</p> <p>4 hours prep time</p>	<p>Weekly Goal Setting Sheets</p> <p>Power Point/Smart Board</p> <p>Music</p> <p>Parent Letter</p>	<p>Students will learn self management skills, self advocacy skills, decision making skills, and communication skills.</p> <p><u>Academic Development Standard A, C)</u></p> <p><u>Career Development (Standard B,C)</u></p> <p><u>Personal/Social Development (Standard A, B, C)</u></p>

Service: Individual Counseling

Program Description:

1. Activities	2.Target	3. Staff	4. Other	5. Outcome
---------------	----------	----------	----------	------------

	Group or Sub Group	Assigned & Time Assigned	Resources	
Counseling for students with mandated IEP counseling as well as non identified students	Kindergarten –Grade 5	Counselor As needed	Games, Activities, Books, Art Materials, Music Video Clips	<p>Students will be taught skills to help them be successful in school (e.g. social skills training, effective strategies for interacting with peers and adults, discussion of safety issues, gain better understanding of self.)</p> <p>Academic Development (Standard A, B, C)</p> <p>Career Development (Standard C)</p> <p>Personal/Social Development (Standard A,B,C)</p>

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Group Counseling/Support Groups for issues such as being new to school, family concerns (divorce, bereavement), peer relationships, anxiety, motivation.	Grade1-Grade 5	Counselor October-June 40 minutes per group	Games, Book, Activities Art Supplies Music Video Clips	Students learn and practice skills to help them manage emotions, interact with peers and others, and set and reach goals, as well as monitor progress. <u>Personal/Social Development</u> (standard A, C) <u>Academic Development</u> (standard A)

Service: Liaison/Referral Resource to Outside Agencies

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Conferences, Phone Consultation with agencies such as Child Protective Services, Therapists, Physicians' Offices.	Kindergarten -Grade 5	Counselor, Psychologist As Needed		Promote health, safety and wellness of students by communicating and coordinating with outside agencies. <u>Academic Development</u> <u>Personal/Social Development</u> .

Service: Grade 5 Transition

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Guidance Lessons	Grade 5 Students and	(April, May, June, Sept.)	Parent Letters	Students will become

Middle School Visitation for Students	Parents	Counselors, ES and MS	Parent Informational Packet	acclimated with middle school building and teachers.
Parent Night		Teachers, ES and MS		Parents will receive information to help their child adjust to middle level.
Activity Night		Administrators, ES and MS		<u>Academic Development</u>
				<u>Personal/Social Development</u>

Service: Consultation

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Conferences about students,	Kindergarten-Grade 5	Counselor		Student connectedness

With parents, faculty, teaching assistants, and/or administrators for the purpose of increasing student success and school connectedness.		Psychologist		and success will be increased due to communications between and among home and school. Academic Development (A, C) Personal/Social Development (A)
---	--	--------------	--	--

Service: Parent Communication

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Phone calls, Conferences, Monthly Newsletter	Kindergarten-Grade 5	Counselor Psychologist		Students will have the support of home and school working together for the purpose of optimal learning. Academic Development (A)

Service: Spirit Committee Facilitator

Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time Assigned	4. Other Resources	5. Outcome
Bi-Monthly School Wide Assemblies for the purpose of	Kindergarten-Grade 5	Counselor, Teachers	Community Speakers PTA	Students will be more invested in their school experience,

<p>increasing school wide connectedness, and pride in self and learning, service learning</p> <p>Bi-Monthly Meetings of Spirit Committee Members for Planning and Organization</p>			<p>involvement</p>	<p>academically, socially and emotionally; awareness of community resources, volunteer opportunities, and responsibility as members of a community.</p> <p>Personal/Social Development</p> <p>Academic Development</p>
--	--	--	--------------------	--

Service: Classroom Guidance Lessons for Personal Safety
Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned & Time	4. Other Resources Assigned	5. Outcome
---------------	------------------------------	--------------------------	-----------------------------	------------

<p><u>2nd Step, A</u> <u>Violence</u> <u>Prevention</u> <u>Curriculum:</u> Students will learn a range of feeling vocabulary, emotion management, and problem solving strategies.</p>	5 Classes of First Grade	Counselor/Teacher 30 min. per Class.	DVD examples	Students will gain an understanding of personal safety, who to get help from, and what to do in the event that their personal safety has been compromised <u>Personal /Social Development (Standard A, C)</u>
	5 Classes of Second Grade	October	Books Pamphlets	
	4 Classes of Third Grade	September	Whole School Safety Assembly, conducted by the National Center for Missing and Exploited Children	
	4 Classes of Fourth Grade			
	4 Classes of Fifth Grade			
Total of 22 Classes				

**AMERICAN SCHOOL COUNSELOR ASSOCIATION
THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS**

The National Standards for School Counseling Programs help school counselors, school and district Administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students.

➤ ***Academic Development***

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

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

Standard B - Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

➤ ***Career Development***

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work.

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.

Standard B - Students will employ strategies to achieve future career success and satisfaction.

Standard C - Students understand the relationship between personal qualities, education and training, and the world of work.

➤ ***Personal/Social Development***

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.

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

Standard B - Students will make decisions, set goals and take necessary action to achieve goals.

Standard C - Students will understand safety and survival skills

