

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

**Granville Exempted Village
School District**

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Granville Exempted Village Schools Counseling Philosophy

The Granville Exempted Village School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain academic, career, and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum.

Granville Exempted Village Schools Counseling Mission Statement

The School Counseling Program is designed to promote the formation of productive and responsible community members by enhancing the academic, career, and social/emotional development of all students.

School Counseling Beliefs

The School Counseling Program is based on the American School Counselor Association (ASCA) National Model. The program aims to be preventative, proactive, and collaborative in addressing the diverse needs of the school.

The school counselors in the Granville Exempted Village Schools believe:

1. All students can achieve success.
2. Every student is valuable and should be treated with dignity and respect.
3. All students will have access to high quality school counseling services provided by a full-time licensed, professional school counselor.
4. Student diversity is considered in the design and delivery of school counseling services.
5. All students can expect that school is a safe and nurturing environment.

The Granville Exempted Village Schools Comprehensive School Counseling Program:

1. Is an integral part of the total educational process of the Granville Exempted Village Schools.
2. Is planned, coordinated, managed, and evaluated by the school counselors.
3. Is available to all students to assist them with academic, career, and personal/social needs.
4. Promotes student learning.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school culture by encouraging collaboration among school counselors, teachers, administrators, parents and the community to further student achievement.
7. School counselors continuously refined and improved through systematic review and evaluation of student performance data.

All school counselors in the Granville Exempted Village Schools:

1. Engage in scholarly professional development activities.
2. Are guided by the [ASCA National Model](#), [ASCA Mindsets and Behaviors](#), and [Ethical Standards of ASCA](#).
3. Adhere to the [Ohio Standards for School Counselors](#).
4. Are evaluated according to the [Ohio School Counselor Evaluation Model](#).

ASCA NATIONAL MODEL: **A FRAMEWORK FOR SCHOOL COUNSELING PROGRAMS**

“School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement. A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students.” Qtd. from the [ASCA National Model Executive Summary](#)

ASCA MINDSETS AND BEHAVIORS

“The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district’s local priorities. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.” Qtd. from [ASCA Mindsets and Behaviors for Student Success](#).

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

Category 2: Behavior Standards

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

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

Ohio Standards for School Counselors

Standard 1: Comprehensive School Counseling Program Plan

- School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.

Standard 2: Direct Services for Academic, Career and Social/Emotional Development

- School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

Standard 3: Indirect Services: Partnerships and Referrals

- School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

Standard 4: Evaluation and Data

- School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

Standard 5: Leadership and Advocacy

- School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Standard 6: Professional Responsibility, Knowledge and Growth

- School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

Role of the School Counselor

School Counseling Curriculum

- **Classroom Instruction:** School counselors instruct, team teach, and provide assistance in teaching the school counseling curriculum.
- **Interdisciplinary Curriculum Development:** School counselors participate on interdisciplinary teams to develop and to refine curriculum in content areas.
- **Group Activities:** School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- **Parent Workshops and Instruction:** School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to implement the school counseling curriculum.

Individual Student Planning

- **Individual or Small-group Appraisal:** School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- **Individual or Small-group Advisement:** School counselors advise students using personal/social, academic, career, and labor market information in planning personal, educational, and occupational goals.

Responsive Services

- **Consultation:** School counselors consult with parents or guardians, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- **Individual and Small-group Counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.

- **Crisis Counseling:** Counseling, comfort, and support are provided to students and families facing crisis situations. School-based crisis response is offered onsite and is timely in nature. When necessary, referrals are made to appropriate community resources.
- **Referrals:** School counselors use referral sources to address concerns such as depression, anxiety, family difficulties, violence, abuse, and suicidal ideation.
- **Peer Facilitation:** School counselors utilize students' abilities as conflict managers, tutors, and mentors.

Indirect Student Services:

- **Professional Development:** School counselors are involved regularly in updating and sharing their professional knowledge and skills.
- **Consultation, Collaboration and Teaming:** Through consultation, partnering, collaborating and teaming, school counselors make important educational and psychological contributions to the school system.
- **Program Management and Operations:** This includes planning and management tasks needed to support activities conducted in the school counseling program.

GEVSD SCHOOL COUNSELING MANAGEMENT SYSTEM

Use of Data – A comprehensive school counseling program is data-driven. This approach allows school counselors to focus on meeting the needs of the school community.

Use of Time - School counselors are intentional with their use of time. The majority of their time is spent in direct contact with students.

Action Plans – To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the responsible counselor intends to achieve the desired result.

Calendars – School counselors develop and publish a master calendar of school counseling events to ensure students, parents, teachers, and administrators know what and when school counseling activities are scheduled.

ACCOUNTABILITY

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling program are integral components of the School Counseling Framework. Ohio school counselors adhere to the standards as outlined by the Ohio Department of Education. Data inform the practice of school counselors in the Granville Exempted Village Schools and align the school counseling program with the District Mission Statement. School counselors and the comprehensive school counseling program must answer the question, “How are students better off academically as the result of our efforts?” By collecting data, school counselors are able to determine what student change has occurred as a result of their efforts, as well as the nature and direction of action plans to enhance future student learning.

Student Data

Student data inform the school counselor about student progress and gives direction to action plans developed to impact student learning. Student-achievement data are measures of academic progress. Student-achievement data include:

- Grade point averages
- Standardized test data including OAA, AIR Graduation Tests, PSAT, SAT, AP and ACT
- Graduation rate
- Failing grades earned in required classes
- % of students attending college

Achievement-related data measure those areas shown to be correlated to academic success. Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Mental health referrals
- Participation in extracurricular activities

Disaggregated Data

Ensuring academic success for every student includes school counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing action plans to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of subgroups to be examined are:

- Gender
- Ethnicity
- SES – Students qualifying for free and reduced lunch
- ELL populations
- Special education populations

Data Over Time

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of school counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that the implementation of school counseling plan is rooted in a clear understanding of the particular and unique needs of students.

School counselors should determine student needs that are unique to their school and community and develop an action plan to drive the data. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

Program Alignment

Program alignment is first performed when the School Counseling Program is developed. The tool used to align the School Counseling Program with the ASCA National Model is the ASCA Mindsets and Behaviors Program Planning Tool.

Program Evaluation

Program evaluations are conducted yearly and guide the direction of the school counseling program.

Appropriate School Counselor Responsibilities

- Designing individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Counseling students with problem behaviors
- Interpreting student data in relationship to achievement
- Assisting the school principal and teachers with identifying and resolving student issues, needs and problems
- Collaborating with teachers to present proactive, prevention-based counseling curriculum lessons
- Assuming leadership in academic and personal, social, and college career domains within the school district
- Collaborating with stakeholders to provide strategic, timely interventions
- Advocating for the student
- Intervening in crisis situations
- Facilitating group counseling based on student needs
- Seeking professional development

K-3 FOCUS AREAS	4-6 FOCUS AREAS	6-8 FOCUS AREAS	9-12 FOCUS AREAS
<p>Elementary school years are the entry level for students to participate in the school counseling program. Learning is focused on:</p> <ul style="list-style-type: none"> ● Increasing Self-Awareness ● Increasing Social Skills ● Learning Safety Skills ● Developing Self-Efficacy 	<p>Intermediate school years allow students to continue awareness activities while preparing for adolescent challenges. Learning is focused on:</p> <ul style="list-style-type: none"> ● Improving Academic Self-Efficacy ● Respecting Self and Others ● Establishing Effective Relationships 	<p>Middle school years allow students to continue awareness activities, and learning is focused on:</p> <ul style="list-style-type: none"> ● Improving Academic Self-Efficacy ● Understanding Self and the Career Exploration Process ● Respecting Self and Others ● Establishing Effective Relationships 	<p>High school years encourage continued awareness and exploration activities. Learning is focused on:</p> <ul style="list-style-type: none"> ● Academic and Social Skill Development ● Improving Individual Academic Success and Self-Efficacy ● Planning for and Transitioning to Post-secondary Education ● Relating School to Life ● Skill Development

Granville Elementary School

Mindsets & Behaviors

	Academic	Career	Social/ Emotional
Mindsets	<i>Indicate grade level presented under category</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			K-3
M 2: Self-confidence in ability to succeed	K-3	K-3	K-3
M 3: Sense of belonging in the school environment			K-3
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success		K-3	
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	K-3		
M 6: Positive attitude toward work and learning			K-3
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	K-3		K-3
B-LS 2: Demonstrate creativity			K-3
B-LS 3: Use time-management, organizational and study skills	K-3		
B-LS 4: Apply self-motivation and self-direction to learning	K-3		

B-LS 5: Apply media and technology skills	K-3		
B-LS 6: Set high standards of quality	K-3		
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	K-3		K-3
B-LS 8: Actively engage in challenging coursework	K-3		
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	K-3		K-3
B-LS 10: Participate in enrichment and extracurricular activities	K-3		
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	K-3		K-3
B-SMS 2: Demonstrate self-discipline and self-control	K-3		K-3
B-SMS 3: Demonstrate ability to work independently	K-3		K-3
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	K-3		K-3
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	K-3		K-3
B-SMS 6: Demonstrate ability to overcome barriers to learning	K-3		K-3
B-SMS 7: Demonstrate effective coping skills when faced with a problem	K-3		K-3
B-SMS 8: Demonstrate the ability to balance school, home and community activities	K-3		K-3

B-SMS 9: Demonstrate personal safety skills	K-3		K-3
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	K-3		K-3
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	K-3		K-3
B-SS 2: Create positive and supportive relationships with other students			K-3
B-SS 3: Create relationships with adults that support success	K-3	K-3	K-3
B-SS 4: Demonstrate empathy			K-3
B-SS 5: Demonstrate ethical decision-making and social responsibility			K-3
B-SS 6: Use effective collaboration and cooperation skills	K-3		K-3
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	K-3		K-3
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	K-3		K-3
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	K-3		K-3

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Granville Middle School Mindsets & Behaviors

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	Indicate grade level presented under category		
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			7/8
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment	7/8		7/8
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	7/8	7/8	
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes		7/8	
M 6: Positive attitude toward work and learning	7/8		7/8
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			7/8
B-LS 2: Demonstrate creativity	7/8		7/8
B-LS 3: Use time-management, organizational and study skills	7/8		
B-LS 4: Apply self-motivation and self-direction to learning			7/8
B-LS 5: Apply media and technology skills			
B-LS 6: Set high standards of quality			

B-LS 7: Identify long- and short-term academic, career and social/emotional goals	7/8	7/8	7/8
B-LS 8: Actively engage in challenging coursework	7/8		
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions		7/8	
B-LS 10: Participate in enrichment and extracurricular activities	7/8	7/8	7/8
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	8		
B-SMS 2: Demonstrate self-discipline and self-control	8	8	
B-SMS 3: Demonstrate ability to work independently	8		
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	7/8	7/8	7/8
B-SMS 6: Demonstrate ability to overcome barriers to learning	7/8		7/8
B-SMS 7: Demonstrate effective coping skills when faced with a problem			7/8
B-SMS 8: Demonstrate the ability to balance school, home and community activities			7/8
B-SMS 9: Demonstrate personal safety skills			7/8
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	7		7

Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	7/8		7/8
B-SS 2: Create positive and supportive relationships with other students	7/8		7/8
B-SS 3: Create relationships with adults that support success	7/8	7/8	7/8
B-SS 4: Demonstrate empathy	7/8		7/8
B-SS 5: Demonstrate ethical decision-making and social responsibility	7/8		
B-SS 6: Use effective collaboration and cooperation skills	7/8		
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	7/8		
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	7/8	7/8	7/8
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	7/8	7/8	7/8

Granville High School

Mindsets & Behaviors Program

Planning Tool

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	Indicate grade level presented under category		
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			9-12
M 2: Self-confidence in ability to succeed	9-12	9-12	9-12
M 3: Sense of belonging in the school environment	9-12		9-12
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	9-12	9-12	9-12
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	9-12		
M 6: Positive attitude toward work and learning	9-12	9-12	9-12
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	9-12		9-12
B-LS 2: Demonstrate creativity	9-12		9-12
B-LS 3: Use time-management, organizational and study skills	9-12		9-12
B-LS 4: Apply self-motivation and self-direction to learning	9-12		9-12
B-LS 5: Apply media and technology skills	9-12	9-12	

B-LS 6: Set high standards of quality	9-12		9-12
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	9-12	9-12	9-12
B-LS 8: Actively engage in challenging coursework	9-12	9-12	9-12
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	9-12	9-12	9-12
B-LS 10: Participate in enrichment and extracurricular activities		9-12	9-12
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	9-12	9-12	9-12
B-SMS 2: Demonstrate self-discipline and self-control	9-12		9-12
B-SMS 3: Demonstrate ability to work independently	9-12	9-12	
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	9-12	9-12	9-12
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	9-12	9-12	9-12
B-SMS 6: Demonstrate ability to overcome barriers to learning	9-12		9-12
B-SMS 7: Demonstrate effective coping skills when faced with a problem	9-12		9-12
B-SMS 8: Demonstrate the ability to balance school, home and community activities	9-12	9-12	9-12
B-SMS 9: Demonstrate personal safety skills			9-12
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	9-12		9-12

Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	9-12		9-12
B-SS 2: Create positive and supportive relationships with other students			9-12
B-SS 3: Create relationships with adults that support success		9-12	9-12
B-SS 4: Demonstrate empathy			9-12
B-SS 5: Demonstrate ethical decision-making and social responsibility	9-12		9-12
B-SS 6: Use effective collaboration and cooperation skills	9-12	9-12	9-12
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	9-12		9-12
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	9-12		9-12
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	9-12		9-12

**GRANVILLE EXEMPTED VILLAGE SCHOOLS
ELEMENTARY SCHOOL COUNSELING CURRICULUM ACTION PLAN**

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
K	Introduction to Counselor	Social/Emotional	Book, Puppet	Fall	Observation Feedback	School Counselor
K	Listening/Communication	Academic Social/Emotional	Books, Puppets	Fall	Observation Feedback	School Counselor, Teachers
K	Citizenship	Social/Emotional	Books, Puppets	Fall	Observation Feedback	School Counselor, Teachers
K	Self -Awareness	Social/Emotional	Books Puppets	Fall	Observation Feedback	School Counselor
K	Feelings	Social/Emotional	Books Puppets	Fall	Observation Feedback	School Counselor
K	Anger Management	Social/Emotional	Books Puppets	Winter	Observation Feedback	School Counselor
K	Tolerance and Acceptance	Social/Emotional	Books	Fall	Observation Feedback	School Counselor, Teachers
K	Recognizing Individual Differences	Social/Emotional	Books Puppets	Fall	Observation Feedback	School Counselor
K	Respect	Social/Emotional	Books	Fall	Observation Feedback	School Counselor, Teachers
K	Veteran's Day	Social/Emotional	Books Lessons, Assembly	Fall	Observation Feedback	School Counselor, Teachers
K	Fire Safety	Social/Emotional	Book, DVD, Assembly	Fall	Observation Feedback	School Counselor, Teachers, Fire Department
K	Bus Safety	Social/Emotional	Book, DVD, Assembly	Fall	Observation Feedback	School Counselor, Teachers, Bus Drivers

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
K	Anger Management	Social/Emotional	Books, Puppets	Winter	Observation Feedback	School Counselor
K	How to Be A friend	Social/Emotional	Books, Puppets	Winter	Observation Feedback	School Counselor
K	Responsibility	Social/Emotional	Books Posters	Winter	Observation Feedback	School Counselor, Teachers
K	Conflict Management/Bullying	Social/Emotional	Books, Puppets	Winter	Observation Feedback	School Counselor
K	Trustworthiness	Social/Emotional	Books Posters	Spring	Observation Feedback	School Counselor, Teachers
K	Fairness	Social/Emotional	Books Posters	Spring	Observation Feedback	School Counselor
K	Honesty	Social/Emotional	Books , Puppets	Spring	Observation Feedback	School Counselor, Teachers
K	Self-Control	Social/Emotional	Books , Puppets	Spring	Observation Feedback	School Counselor, Teachers
K	Decision Making Problem Solving	Social/Emotional	Books, Puppets	Spring	Observation Feedback	School Counselor
K	Healthy Choices/ Stress Management	Social/Emotional	Books, Puppets	Spring	Observation Feedback	School Counselor
K	Personal Safety	Social/Emotional	Books	Spring	Observation Feedback	School Counselor
1	Introduction to Counselor	Social/Emotional		Fall	Observation Feedback	School Counselor
1	Personal Space	Social/Emotional	Book	Fall	Observation Feedback	School Counselor
1	Listening/Communication	Social/Emotional	Listening Books	Fall	Observation Feedback	School Counselor

Grade Level	Lesson Content	Granville EVSD/ ASCA Domain and Standard	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
1	Citizenship	Social/Emotional	Books	Fall	Observation Feedback	School Counselor, Teachers
1	Bullying/ Conflict Resolution	Social/Emotional	Books	Winter	Observation/ Feedback	School Counselor
1	Self-Awareness	Social/Emotional	Books	Fall	Observation Feedback	School Counselor
1	Feelings, Zones of Regulation	Social/Emotional	Books	Fall	Observation Feedback	School Counselor
1	Tolerance and Acceptance	Social/Emotional	Books	Fall	Observation Feedback	School Counselor, Teachers
1	Veteran's Day	Social/Emotional	Books Lessons DVD, Assembly	Fall	Observation Feedback	School Counselor, Teachers
1	Fire Safety	Social/Emotional	Assembly	Fall	Observation Feedback	Fire Department, School Counselor, Teachers
1	Bus Safety	Social/Emotional	Assembly	Fall	Observation Feedback	Bus Garage, School Counselor, Teachers
1	Compassion and Caring	Social/Emotional	Books	Fall	Observation Feedback	School Counselor
1	How to Be A friend	Social/Emotional	Books	Fall	Observation Feedback	School Counselor
1	Responsibility	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Teachers, Character Ed Committee
1	Conflict Management/Bullying	Social/Emotional	Books	Winter	Observation Feedback	School Counselor
1	Trustworthiness	Social/Emotional	Books	Winter	Observation Feedback	School Counselor, Teachers

Grade Level	Lesson Content	Granville EVSD/ ASCA Domain and Standard	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
1	Fairness	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Teachers
1	Respect	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Teachers
1	Self-Control	Social/Emotional	Books	Spring	Observation Feedback	School Counselor, Teachers,
1	Healthy Choices/ Stress Management/ Zones of Regulation	Social/Emotional		Spring	Observation Feedback	School Counselor
1	Anger Management/ Zones of Regulation	Social/Emotional		Winter	Observation Feedback	School Counselor
2	Tolerance and Acceptance	Social/Emotional	Books Posters	Fall	Observation Feedback	School Counselor
2	Respect	Social/Emotional	Books Posters	Fall	Observation Feedback	School Counselor
2	Veteran Day	Social/Emotional	Books Lessons DVD, Assembly	Fall	Observation Feedback	School Counselor, Teachers
2	Fire Safety	Social/Emotional	Books DVD Assembly	Fall	Observation Feedback	School Counselor, Fire Department, Teachers
2	Bus Safety	Social/Emotional	Books DVD Assembly	Fall	Observation Feedback	School Counselor, Bus Garage, Teachers
2	Caring	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Teachers,

Grade Level	Lesson Content	Granville EVSD/ ASCA Domain and Standard	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
2	Responsibility	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor
2	Trustworthiness	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
2	President's Day	Social/Emotional	Books Lessons DVD	Winter	Observation Feedback	School Counselor, Teachers, Dean
2	Personal Safety	Social/Emotional	CAPP	Spring	Observation Feedback	School Counselor, MHA of Licking County
2	Autism Awareness	Social/Emotional	Books	Spring	Observation Feedback	School Counselor, Teachers
2	Honesty	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
2	Self-Control	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
2	Test Taking Skills	Academic	Test taking materials	Spring	Observation Feedback	School Counselor
3	Citizenship	Social/Emotional	Books Posters Character Counts	Fall	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Constitution Day	Social/Emotional	Books Lessons DVD	Fall	Observation Feedback	School Counselor, Dean, Teachers
3	Test Taking Skills	Academic	Test Taking Materials	Fall	Observation Feedback	School Counselor
3	Fire Safety	Social/Emotional	Books DVD Presentation	Fall	Observation Feedback	School Counselor, Fire Department

Grade Level	Lesson Content	Granville EVSD/ ASCA Domain and Standard	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
3	Bus Safety	Social/Emotional	Books DVD Presentation	Fall	Observation Feedback	School Counselor, Bus Garage
3	Tolerance and Acceptances	Social/Emotional	Books Posters Character Counts	Fall	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Accepting Differences	Social/Emotional	Don't Laugh at Me	Fall	Observation Feedback	School Counselor, Special Education Staff
3	Respect	Social/Emotional	Books Posters Character Counts	Fall	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Veteran's Day	Social/Emotional	Books Lessons DVD	Fall	Observation Feedback	School Counselor, Teachers, Dean
3	Thanksgiving	Social/Emotional	Books Lessons DVD	Fall	Observation Feedback	School Counselor, Teachers, Dean
3	Caring	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Responsibility	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Martin Luther King Day	Social/Emotional	Books DVD Presentation	Winter	Observation Feedback	School Counselor, Principal
3	Trustworthiness	Social/Emotional	Books Posters Character Counts	Winter	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	President's Day	Social/Emotional	Books Lessons	Winter	Observation Feedback	School Counselor, Teachers, Dean
3	Autism Awareness	Social/Emotional	Books	Spring	Observation Feedback	School Counselor, Teachers

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
3	Fairness	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Comm.
3	Fairness	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Honesty	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Self-control	Social/Emotional	Books Posters Character Counts	Spring	Observation Feedback	School Counselor, Dean, Teachers, Character Ed Committee
3	Test Taking Skills	Academic	Test Taking Materials	Spring	Observation Feedback	School Counselor, Teachers

**GRANVILLE EXEMPTED VILLAGE SCHOOLS
INTERMEDIATE SCHOOL COUNSELING CURRICULUM ACTION PLAN**

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
4	Getting to Know You/Respect	Social/Emotional Career	Expectations/Tour	Fall	Student feedback	School Counselor
4	Self-Respect	Social/Emotional Career	Quest International Materials You Are Unique Books	Fall	Student project	School Counselor
4	Keys to Listening	Academic Social/Emotional Career	Keys to Listening PPT	Fall	Role play, ongoing observation	School Counselor/4th grade teachers
4	Tolerance/ Compassion	Social/Emotional Career	What Was I Scared Of	Fall	Student project	School Counselor

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
4	Random Acts of Kindness	Social/Emotional Career	Kids' Random Acts of Kindness	Fall	Classroom book w/ student page	School Counselor
4	Responsible Decision-making	Social/Emotional Career	The Summer My Father Was Ten	Fall	Action Plan for Responsible Decision-making	School Counselor
4	Manners/ Courtesy (2 lessons)	Social/Emotional Career	Books: Monster Manners, Whoppie's Big Book of Manners Manner Tellers Breymaier Cafe	Winter	Student project: Manner tellers Restaurant Manners Role-play	School Counselor
4	Stress Management(2 lessons)	Academic Social/Emotional Career	Relaxation Techniques	Winter	Student project; role-play	School Counselor
4	Conflict Management/ Bully Prevention(2 lessons)	Social/Emotional Career	Blue Cheese Breath and Stinky Feet	Winter	Student feedback; role-play	School Counselor
4	Career Research	Career	4th grade research	Winter	Student research project	4th grade teachers
4	Honesty	Academic Social/Emotional Career	Literature-Empty Pot	Winter	student feedback	School Counselor
4	Service	Academic Social/Emotional Career	Secret Service	Spring	Student service to peers	School Counselor
4	Empathy	Social/Emotional	Understanding Learning disabilities/Thank You, Mr. Falker	Spring	Student feedback from LD simulations	School Counselor
4	Confidence (2 lessons)	Academic Social/Emotional	Self-esteem curriculum from Life-Skills Testing-taking strategies	Spring	Student feedback	School Counselor
4	Perseverance	Academic Social/Emotional Career	First Grade Takes a Test	Spring	"If I could take a test in..." sheet	School Counselor

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
5	Career Research (3 lessons) and JA Biztown	Career	Career plays; funworks website; Career categories; GHS class offerings	Winter	Career category sheet; career research sheet; JA Biztown simulation	School Counselor/5th grade social studies teachers
5	Conflict Management/ Bully Prevention (5 lessons)	Social/Emotional Career	Stop Bullying Now.hrsa.gov; Bully,Victim, Bystander strategies	Fall/Winter	Student feedback; role-play	School Counselor
5	Tolerance	Social/Emotional Career	Adaptive Technology/ MRDD Rep.	Spring	student feedback	School Counselor/MRDD Rep.
5	Tobacco Use Prevention	Social/Emotional	Pathways Materials	Spring	Student feedback	Pathways Representative
6	Study Skills	Academic	Test Taking Strategies Packet	Fall/ongoing	Student, parent, and teacher feedback	School Counselor/6th grade teachers
6	Essential 55 Standards for conduct (all year)	Academic Social/Emotional Career	The Essential 55 by Ron Clark	Fall/Winter/ Spring	Student and teacher feedback; role-play	School Counselor
6	Internet/Cell Safety	Social/Emotional	Survey/Speaker from Attorney General's Office	Winter	Student feedback	School Counselor
6	Peer Pressure	Social/Emotional	How To Stand Tough When Everyone is Doing the Wrong Thing-unit	Spring	Action Plan for Responsible Decision-making	School Counselor/6th grade teachers
4,5,6	Substance use prevention	Social/Emotional	Red Ribbon Week lessons and activities; Natural High DVD	Fall	Natural High Posters; participation in activities; student feedback	School Counselor/ Substance Prevention Coordinator
4,5,6	Test Preparation	Academic	First Grade Takes a Test, Test Taking Skills materials, Mrs. Malarkey Testing	Spring	Student Feedback	School Counselor, Teachers

**GRANVILLE EXEMPTED VILLAGE SCHOOLS
MIDDLE SCHOOL COUNSELING CURRICULUM ACTION PLAN**

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
7	Counselor introduction and description of counseling services.	Academic Social/Emotional Career	Written Materials	Fall	Observation and student feedback	School Counselor
7	Life Skills	Social/Emotional	Life Skills Curriculum from ODH, Bureau of Health Promotion & Risk Reduction	Fall to Spring	Teacher generated test	School Counselor/District Prevention Coordinator
7	8th Grade Scheduling & Advisement	Academic Career	Written Materials	Winter/Spring	Student, parent and teacher feedback	School Counselor/Principal
7	Career Exploration Activities	Academic Social/Emotional Career	Interest Survey, Values Survey. Ohio Means Jobs	Fall/Winter	Career Activity and Journal Entry	School Counselor/Teacher
8	Counselor introduction and description of counseling services	Academic Social/Emotional Career	Written Materials	Fall	Observation and student feedback	School Counselor
8	Life Skills	Social/Emotional	Life Skills Curriculum from ODH, Bureau of Health Promotion & Risk Reduction	Fall to Spring	Teacher generated test	School Counselor & Drug and Alcohol Prevention Coordinator
8	9th Grade Scheduling & Advisement	Academic Career	Written Materials	Winter/Spring	Student, parent and teacher feedback	HS Counselors with Teachers & MS Counselor
8	Career Exploration Activities	Academic Social/Emotional Career	Ohio Means Jobs CTEC visit	Fall/Winter	Career Activity and Journal entry	School Counselor & Teacher

**GRANVILLE EXEMPTED VILLAGE SCHOOLS
HIGH SCHOOL COUNSELING CURRICULUM ACTION PLAN**

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
9-12	New Student Orientation	Academic Social/Emotional	Whit's Frozen Custard, candy, paper, markers, tape, bell schedule, school map, activity guide, student school login and learning management system training	August	Observation	School Counselors, former new students
9-12	New Student Group	Academic Social/Emotional Career/College	Lunch supplies, icebreakers, six-week curriculum covering transition, expectations, logistics, etc. Plan end of group pot-luck to celebrate transition!	Aug-Oct	Observation, Student Survey, Grades, Teacher/Parent feedback	School Counselors, Administration, Teachers,
9	Freshmen Orientation	Academic Social/Emotional Career/College	Multi-media presentation, Whit's Frozen Custard, fashion show, student schedules, locker sign-up sheet	August	Observation, Student Survey, interim grades	Administration, Student Council Advisors, Student Council Members, School Counselors, Freshmen Teachers, Student Mentors
12	College Application Summer Workshop	Academic Career/College	Mobile labs, handouts for starting up applications	August	Observation	School Counselors

Grade Level	Lesson Content	Granville EVSD/ ASCA Domains	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
9-12	Welcome from Administration and School Counselors	Academic Social/Emotional Career/College	Student rules and expectations, online learning management training, review of graduation tests, school counselor role, etc.	August	Observation, Student Survey, interim grades	Administration, School Counselors
9	9 th Grade Ohio Means Jobs (OMJ) Exploration	Academic Career/College	Mobile lab, projector, laptop	Fall	Observation, student participation	School Counselors 9 th Grade English Teachers
10	Career Technical Education Center (C- TEC) Options Presentation	Academic Social/Emotional Career/College	Multi-media presentation, printed materials	Fall	Completion of interest form and program selection for Sophomore Hands-On Day	C-TEC School Liaison, C-TEC student leaders, School Counselors
11	College 101 Curriculum	Academic Social/Emotional Career/College	Multi-media presentation, printed materials, mobile lab, Naviance username and passwords, folders, upload online	Monthly September- May	Observation, individual student conferences, student survey	School Counselors
12	College Application Process	Academic Social/Emotional Career/College	Multi-media presentation, college materials/handouts, folder for students	Fall	Observation, individual student conferences, senior survey, matriculation report	School Counselors
9-12	Course Registration for 9th-12th grade	Academic Social/Emotional Career/College	PowerPoint, Course Registration Forms, Review transcript, Graduation Credit Checks, High School Options- -CCP, CTEC, COTC, Etc.	Winter	Participation, observation, individual student/parent conferences	School Counselors Administration
9-11	PSAT Results Review and SAT/ACT Testing	Academic Social/Emotional Career/College	PSAT Score Report, Reserve auditorium for meeting with all grades, PowerPoint, send out information to parents via weekly newsletter	Winter	Participation, observation, answer questions as needed	School Counselors
11-12	Licking County Financial Aid Night	Career/College	Financial aid materials, PowerPoint	Winter	Participation, observation	Licking County School Counselors, Financial Aid Reps.

Grade Level	Lesson Content	Granville EVSD/ ASCA Domain and Standard	Curriculum and Materials	Projected Date	Evaluation and Assessment	Implementers
9-12	Licking County College Fair	Academic Career/College Social/Emotional	Advertising, planning meetings, registration materials, get sponsors, thank you cards, order tables and chairs, order food, etc.	Spring	Participation, Observation, Evaluations, Feedback	School Counselors, Administrators, College Admission Counselors, Parent Volunteers, Licking County School Counselors, Workshop Presenters
9-12	Depression and Suicide Prevention/ Intervention in Health classes	Social/Emotional	H.E.L.P. (Helping Every Living Person) Curriculum, Supplemental Information, PowerPoint, Laptop, Projector, Lifesavers, 211 cards	Winter/ Spring	Participation, Observation, role plays	School Counselors
12	Senior Post-High School Plans Survey	Academic Career/College Social/Emotional	Senior Survey, Naviance list indicating where students applied to verify admission decisions and attending college	Spring	Completion of survey, answer questions as needed	School Counselors
12	Senior Honors Night	Academic Career/College Social/Emotional	Collect and organize seniors forms and attach scholarship information to each form, review ppt., verify attending college/university, prepare envelopes, order ASPIRE gifts, organize scholarships	May	Participation, observation,	School Counselors, Administrators, Senior Class Advisor, Student Body President Principal Secretary
12	Graduation	Academic Career/College Social/Emotional	Make sure all students meet graduation requirements, all fees paid,, organize students in order for graduation line, all students have cords	May	Participation observation	School Counselors Administrators Senior Class Advisor Principal Secretary

Monthly Activity Calendar
Granville Elementary School

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S A U G U S T	Introduction to Counselor Visits: Classroom lessons as introduction to the counselor	Open House/Curriculum Night: Attend and meet with parents as needed Individual Student Conferences Student referrals from previous year: Meet with teachers. Records: Review new student records. Meetings with Teacher of Students Needing Assistance: Participate in IEP meetings as requested. Open House/Curriculum Night: Attend and meet with parents as needed Individual Student Conferences: Student referrals from previous year: Meet with teachers. Share information with current teacher about students in the RTI/IAT process.	New Students: Meet with new students and plan new student luncheons. Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated New Students: Meet with new students to GES. Have new student luncheons. Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.	Organize and plan for small groups: Survey teachers for concern areas for planning of small groups and needs assessment of students News Communication: Submit email notices, and parent nights from counseling Memberships: Renew memberships to GEA, OEA, NEA ASCA, OSCA Counseling Planning: Plan classroom counseling activities. Character Education Committee: Meet and plan activities for the school year Order materials for character education monthly assembly RTI/IAT: Review referral process with staff at opening staff meeting. Community Agencies: Email or call contact person at CAPP, MRDD Board and IC Hope to schedule classroom presentations for the school year. Materials: Complete purchase orders for materials needed for the school year. Order materials for character education program Grade Level Meetings: Attend as requested

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S S E P T E M B E R	<p>Character Education-Citizenship: Classroom and school-wide activities.</p> <p>Character Education Assembly: Recognizing students of the month and their parents.</p> <p>counseling Presentations in Kindergarten: Weekly lessons in each classroom Citizenship Pledge of Allegiance Self-awareness Feelings</p> <p>Health Curriculum Coordination Activities: Grade 1 Personal Space</p> <p>First Grade: Manners Classroom, Playground, Lunchroom</p> <p>Test-taking Skills: Grade 3 Preparation for OAA</p> <p>Constitution Day Activities: School-wide</p> <p>Fire Safety Activities: School-wide coordinated with Granville Fire Department</p> <p>Bus Safety Activities- School-wide coordinated with Granville Bus Garage</p>	<p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred. P</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated.</p> <p>Small group counseling: Divorce, friendship, social skills,</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Attend grade level meetings as requested: Testing information for OAA grade 3 Prepare materials for OAA test in October.</p> <p>Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements for character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly – mail and with student Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker and entertainment for assembly Order refreshments Prepare program/handout and student recognition certificates Prepare classroom lessons available on request Acceleration Committee: as neededD</p> <p>English Language Learners Committee: as needed</p> <p>Character Education Committee: as needed</p> <p>Grade Level Meetings: Attend as requested</p> <p>RTI/IAT: Organize meeting, schedule teachers, contact parents</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S O C T O B E R	<p>Character Education-Tolerance: Classroom and school-wide activities</p> <p>Character Education Assembly: Recognizing students of the month and their parents.</p> <p>counseling Presentations</p> <p>Kindergarten: Weekly lessons in each classroom. Recognizing individual differences Diversity</p> <p>Grade 1: Don't Laugh at Me Program</p> <p>Grade 2: MRDD Board Presentation</p> <p>Grade 3: Don't Laugh at Me Program</p>	<p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small group counseling: Divorce, friendship, social skills,</p> <p>Individual counseling: social skills.</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements about character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker and entertainment for assembly Prepare program/handout Prepare student recognition certificates Prepare classroom lessons on req.</p> <p>Acceleration Committee: as needed</p> <p>English Language Learners Committee: as needed</p> <p>Character Education Committee: As needed</p> <p>OAA: Administration of testing with grade 3.</p> <p>Grade Level Meetings: Attend as requested</p> <p>RTI/IAT: Organize meeting, schedule teachers, contact parents</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S N O V E M B E R	<p>Character Education- Respect: Classroom and school-wide activities</p> <p>Character Education Assembly: Recognizing students of the month and their parents.</p> <p>Classroom counseling Presentations</p> <p>Kindergarten: Weekly lessons in each classroom</p> <p>Veteran's Day: School-wide activities</p> <p>Thanksgiving: School-wide activities</p> <p>Second Step Program: Piloted in one second grade classroom</p>	<p>Conference Nights: Meet with parents as requested.</p> <p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small group counseling: Divorce, friendship, social skills,</p> <p>Individual counseling: social skills, divorce</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements about character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly – mail and with student Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker and entertainment for assembly Order refreshments Prepare program/handout and student recognition certificates Prepare classroom lessons available on request Acceleration Committee: as needed English Language Learners Committee: as needed Character Education Committee: As needed Attend All Ohio Counselor's Conference Grade Level Meetings: Attend as requested RTI/IAT: Organize meeting, schedule teachers, contact parents</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S D E C E M B E R	<p>Character Education- Caring and Compassion:</p> <p>Character Education Assembly: Recognizing students of the month and their parents.</p> <p>counseling Presentations:</p> <p>Kindergarten: Weekly lessons in each classroom Friendship Caring</p> <p>Second Step Program: Piloted in one second grade classroom</p>	<p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small group counseling: Divorce, friendship, social skills</p> <p>Individual counseling: social skills.</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements for character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly – mail and with student Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker and entertainment for assembly Order refreshments Prepare program/handout and student recognition certificates Prepare classroom lessons available on request Acceleration Committee: as needed English Language Learners Committee: as needed Character Education Committee: As needed Grade Level Meetings: Attend as requested RTI/IAT: Organize meeting, schedule teachers, contact parents</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S J A N U A R Y	Character Education-Responsibility Character Education Assembly: Recognizing students of the month and their parents. counseling Presentations: Kindergarten: Weekly lessons in each classroom Responsibility Second Step Program: Piloted in one second grade classroom Martin Luther King Day: School-wide activities	Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred. School Climate Survey: Survey students in grades 1, 2 and 3.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated Small group counseling: Divorce, friendship, social skills, Individual counseling: social skills, divorce Behavioral Support: Consult with staff to design and implement behavior plans for individual students. Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers. Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.	Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements about character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker for assembly Arrange for entertainment for assembly Prepare program/handout Prepare student recognition certificates Prepare classroom lessons on req. Acceleration Committee: as needed English Language Learners Committee: as needed Character Education Committee: As needed Grade Level Meetings: Attend as requested RTI/IAT: Organize meeting, schedule teachers, contact parents

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S F E B R U A R Y	<p>Character Education-Trustworthiness</p> <p>Character Education Assembly: Recognizing students of the month and their parents.</p> <p>counseling Presentations</p> <p>Kindergarten: Weekly lessons in each classroom</p> <p>Second Step Program: Piloted in one second grade classroom</p> <p>President's Day: School-wide activities</p>	<p>Conference Nights: Meet with parents as requested.</p> <p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small group counseling: Divorce, friendship, social skills</p> <p>Individual counseling: social skills.</p> <p>Staff consultation: Meet with teachers to talk about individual students.</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Character Education: Send out monthly character word and activities to GES staff and school web site</p> <p>Prepare morning announcements about character word of the month.</p> <p>Collect names of students from teachers for character student of the month</p> <p>Send invitations to parents for monthly assembly – mail and with student</p> <p>Prepare bulletin board for student of the month</p> <p>Select monthly DVD about character word to be shown in lunchroom.</p> <p>Arrange for guest speaker and entertainment for assembly</p> <p>Order refreshments</p> <p>Prepare program/handout and student recognition certificates</p> <p>Prepare classroom lessons available on request</p> <p>Acceleration Committee: as needed</p> <p>English Language Learners Committee: as needed</p> <p>Character Education Committee: as needed</p> <p>Grade Level Meetings: Attend as requested</p> <p>RTI/IAT: Organize meeting, schedule teachers, contact parents</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S M A R C H A P R I L M A Y	Character Education- Self-Control Character Education Assembly: Recognizing students of the month and their parents. counseling Presentations in Kindergarten: Weekly lessons in each classroom Second Step Program: Pilot in one second grade classroom	Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated Small group counseling: Divorce, friendship, social skills, Individual counseling: social skills. Behavioral Support: Consult with staff to design and implement behavior plans for individual students. Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers. Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.	Character Education: Send out monthly character word and activities to GES staff and school web site Prepare morning announcements for character word of the month. Collect names of students from teachers for character student of the month Send invitations to parents for monthly assembly – mail and with student Prepare bulletin board for student of the month Select monthly DVD about character word to be shown in lunchroom. Arrange for guest speaker and entertainment for assembly Order refreshments Prepare program/handout and student recognition certificates Prepare classroom lessons available on request Acceleration Committee: as needed English Language Learners Committee: as needed Character Education Committee: as needed Grade Level Meetings: Attend as requested Test Administration: OAA grade 3 RTI/IAT: Organize meeting, schedule teachers, contact parents

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G E S J U N E	<p>counseling Presentations in Kindergarten: Weekly lessons in each classroom</p> <p>Second Step Program: Pilot in one second grade classroom</p>	<p>Response to Interventions/Intervention Assistance Teams Meetings: Meet with team members two times a month about students referred.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small group counseling: Divorce, friendship, social skills</p> <p>Individual counseling: social skills.</p> <p>Behavioral Support: Consult with staff to design and implement behavior plans for individual students.</p> <p>Classroom counseling Presentations: Respond to individual classroom needs and requests from teachers.</p> <p>Consultation: Consult with parents about student concerns in academics and social skills. Provide resources.</p>	<p>Acceleration Committee: as needed</p> <p>English Language Learners Committee: as needed</p> <p>Character Education Committee: As needed</p> <p>Grade Level Meetings: Attend as requested</p> <p>RTI/IAT: Organize meeting, schedule teachers, contact parents Send third grade referral information about individual students to GIS counselor</p> <p>Testing: Organize reports and mailings to parents Send third grade information to GIS counselor</p>

Monthly Activity Calendar
Granville Intermediate School

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S A U G U S T	<p>New Student Welcoming Committee: Organize Red Carpet Committee to welcome new students at grade level party, have peer mentors, check-in at end of first week.</p> <p>5th Grade Curriculum- career lessons in conjunction with JA Biztown 3 lessons:</p> <ul style="list-style-type: none"> • link interests to career choices • interview techniques and application • review websites for career research <p>Invite career panel to answer student questions</p>	<p>Open House: Meet with parents as needed</p> <p>Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.</p> <p>Initiate social skill small group lunches with all grade levels</p> <p>Facilitate the RtI process</p> <p>504 case manager</p> <p>Student Success Plan- 6-12 at-risk student planning</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <ul style="list-style-type: none"> • Initiate social skill small group lunches with all grade levels • Divorce group counseling • Stress/worry management small group counseling • Conflict Resolution training • Zones of Regulation groups <p>Behavioral Support- Consult with staff to design and implement behavior plan for individual students.</p> <p>Student Success Plan- 6-12 at-risk student planning</p> <p>Rejuvenation Station</p> <p>Organization Station</p>	<p>Lead Character Education Committee to develop yearly plan</p> <p>RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing; train staff on RtI procedures</p> <p>504 case manager</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S S E P T E M B E R	<p>Curriculum Night Parent Presentation: Offer a parent presentation on a topic of interest ranging from study skills to relational aggression.</p> <p>Parent book groups- ongoing throughout year</p> <p>Begin 4th grade curriculum: 4 lessons Getting to Know You Self-Respect Keys to Listening Empathy</p> <p>Begin 6th grade curriculum: Essential 55 mini-lessons from <i>Ron Clark's Essential 55</i></p> <p>7 Habits of Highly Effective Kids</p>	<p>Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.</p> <p>Continue social skill small group lunches with all grade levels</p> <p>Facilitate the RtI process</p> <p>504 case manager</p> <p>Student Success Plan- 6-12 at-risk student planning</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Continue social skill group lunches with all grade levels</p> <p>Divorce group counseling</p> <p>Stress/worry management small group counseling</p> <p>Conflict Resolution training</p> <p>Zones of Regulation groups</p> <p>Behavioral Support- Consult with staff to design and implement behavior plan for individual students.</p> <p>Rejuvenation Station</p> <p>Organization Station</p>	<p>Curriculum Night: Meet with parents as needed</p> <p>Lead Character Education Committee to develop yearly plan</p> <p>Universal Screener support</p> <p>RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.</p> <p>504 case manager</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S O C T O B E R	4th grade curriculum: Random Acts of Kindness Responsible Decision Making	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Create November counseling calendar for staff
	4th grade gifted curriculum: Lesson1-What is gifted?	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	Lead Character Education Committee to develop yearly plan
	5th grade curriculum: Stop Bullying Now: Lesson 1-bullying vs. normal kid behavior	Facilitate the RtI process 504 case manager	Divorce group counseling Stress/worry management small group counseling	Universal Screener support RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.
	Begin 6th grade curriculum: Rule 4-Addressing adults Rule-6 conversational rules	Student Success Plan- 6-12 at-risk student planning	Conflict Resolution training Zones of Regulation groups	504 case manager
	7 Habits of Highly Effective Kids		Behavioral Support- Consult with staff to design and implement behavior plan for individual students.	Parent book group opportunities
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)		Rejuvenation Station Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S N O V E M B E R	4th grade curriculum: Manners lesson 1-manner tellers	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Create December counseling calendar for staff
	4th gifted curriculum- 8 Great Gripes	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	Coordinate with Character Education Committee to initiate yearly plan
	5th grade curriculum: Stop Bullying Now: Lesson 2- The bully Lesson 3- The bystander	Facilitate the RtI process	Divorce group counseling	RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.
	6th grade curriculum: Rule 36-Hold doors	504 case manager	Stress/worry management small group counseling	504 case manager
	7 Habits of Highly Effective Kids	Student Success Plan- 6-12 at-risk student planning	Conflict Resolution training	Parent book group opportunities
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)		Zones of Regulation groups Behavioral Support- Consult with staff to design and implement behavior plan for individual students. Rejuvenation Station Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S D E C E M B E R	4th grade curriculum: Manners Lesson 2-Breymaier Café	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Lead Character Education Committee to develop yearly plan
	4th grade gifted curriculum- Lesson 3	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing
	5th grade curriculum: Stop Bullying Now: Lesson 4- The victim Lesson 5-Wrap up	Facilitate the RtI process 504 case manager	Divorce group counseling Stress/worry management small group counseling	504 case manager
	6th grade curriculum: Rule10-Appreciation Rule 10a-Thank you note	Student Success Plan- 6-12 at-risk student planning	Conflict Resolution training Zones of Regulation groups	
	7 Habits of Highly Effective Kids		Behavioral Support- Consult with staff to design and implement behavior plan for individual students.	
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System) MIC Day- students connect with their My Inside Connection		Rejuvenation Station Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S J A N U A R Y	4th grade gifted curriculum- Lesson 1-Stress Management- Relaxation Techniques-Walk Away Technique Lesson 2- Anger Management	OWJL Camp Gifted Camp Recommendations Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations. Continue social skill small group lunches with all grade levels	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated Continue social skill group lunches with all grade levels Divorce group counseling Stress/worry management small group counseling Conflict Resolution training Zones of Regulation groups Behavioral Support- Consult with staff to design and implement behavior plan for individual students. Rejuvenation Station Organization Station	Lead Character Education Committee to develop yearly plan RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing. 504 Case Manager
	6th grade curriculum: <i>If You Had to Choose, What Would You Do</i> mini lessons Lesson 1-Cheating/Academic Honesty p.41 Lesson 2-Cheating/ Academic Honesty p. 73 7 Habits of Highly Effective Kids All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)	Facilitate the RtI process 504 case manager Student Success Plan- 6-12 at- risk student planning		

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S F E B R U A R Y	4th Grade Curriculum: <i>Character Ed. Curriculum Book</i> Lesson -Honesty and Fear Lesson 1 - Conflict Management/Bully Prevention <i>Blue Cheese Breath and Stinky Feet</i>	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Lead Character Education Committee to develop yearly plan
	6th grade -What Would You Do series	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.
	All Grade Levels: Test-taking skills and stress relief in relation to test anxiety	Facilitate the RtI process	Divorce group counseling	504 Case Manager
	7 Habits of Highly Effective Kids	504 case manager	Stress/worry management small group counseling	
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)	Student Success Plan- 6-12 at-risk student planning	Conflict Resolution training Zones of Regulation groups Behavioral Support- Consult with staff to design and implement behavior plan for individual students. Rejuvenation Station Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S M A R C H	4th Grade Curriculum: Conflict Management/Bully Prevention <i>Blue Cheese Breath and Stinky Feet</i> Lesson1 and 2	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Terra Nova Test preparation/administration
	6th Grade Curriculum: Internet Safety Training- Speaker General Office	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	Lead Character Education Committee to develop yearly plan
	7 Habits of Highly Effective Kids	Facilitate the RtI process	Divorce group counseling	RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)	504 case manager	Stress/worry management small group counseling	504 Case Manager
		Student Success Plan- 6-12 at-risk student planning	Conflict Resolution training	
			Zones of Regulation groups	
			Behavioral Support- Consult with staff to design and implement behavior plan for individual students.	
			Rejuvenation Station	
			Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S A P R I L	4th grade curriculum: Lesson 1-Learning Disabilities- <i>Thank You Mr. Falker</i> Lesson 2-Don't Laugh at Me	Develop/schedule small groups based on IEP's ,504s, past participants, and teacher recommendations.	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Lead Character Education Committee to develop yearly plan
	6th Grade Curriculum: Ess. 55 Lesson 1-Reduce Test anxiety	Continue social skill small group lunches with all grade levels	Continue social skill group lunches with all grade levels	State Achievement Testing
	6th grade -Project Alert	Facilitate the RTI process	Divorce group counseling	RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.
	7 Habits of Highly Effective Kids	504 case manager	Stress/worry management small group counseling	504 Case Manager
	All grade levels- My Inside Connection (MIC) messages on Schoology (Online Learning Management System)	Student Success Plan- 6-12 at- risk student planning	Conflict Resolution training Zones of Regulation groups Behavioral Support- Consult with staff to design and implement behavior plan for individual students. Rejuvenation Station Organization Station	

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G I S M A Y	<p>6th Grade Curriculum: Project Alert-Drug/Alcohol Prevention Program</p> <p>In conjunction with sex education, unit on “Stand Tough When Others Are Doing the Wrong Thing”</p> <p>4th Grade Curriculum: Lesson summer service-send children into summer with service options</p>	<p>Develop/schedule small groups based on IEP’s ,504s, past participants, and teacher recommendations.</p> <p>Continue social skill small group lunches with all grade levels</p> <p>Facilitate the RtI process</p> <p>504 case manager</p> <p>Student Success Plan- 6-12 at- risk student planning</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Continue social skill group lunches with all grade levels</p> <p>Divorce group counseling</p> <p>Stress/worry management small group counseling</p> <p>Conflict Resolution training</p> <p>Zones of Regulation groups</p> <p>Behavioral Support- Consult with staff to design and implement behavior plan for individual students.</p> <p>Rejuvenation Station</p> <p>Organization Station</p>	<p>Lead Character Education Committee to develop yearly plan</p> <p>RTI Organization- Schedule meetings invite staff and parents; schedule and conduct follow-up meetings; document interventions; file necessary paperwork for further testing.</p> <p>504 Case Manager</p>

Monthly Activity Calendar
Granville Middle School

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S A U G U S T	<p>Welcome from Principal, Dean, and Counselor: Join administrators in classroom to introduce key people and their role in the school</p> <p>7th grade orientation: Locker assignments, building map/tour, team building, scavenger hunt, technology safety</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience and records</p> <p>Individualized student scheduling: Hand scheduling for selected students</p> <p>Schedule Changes per request: Students, parents, and staff communicate the need for schedule changes</p> <p>Individual Student Counseling: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Schedule and facilitate 504 meetings</p>	<p>Recruit New Student Committee: Host students assist new students by introducing them to students and teachers, sitting with them at lunch, etc.</p>	<p>Transition Meeting: consult with IS/HS staff regarding former students; share information with middle school staff regarding former intermediate school students</p> <p>School Open House: help plan, organize, and implement open house for students and parents</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Whole Child Committee</p> <p>Schedule and facilitate 504 meetings</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S S E P T E M B E R	<p>Welcome from Principal, Dean, and Counselor: Join administrators in classroom to introduce key people and their role in the school</p> <p>Technology Safety classroom visits: 7th grade SS classrooms</p> <p>Free Write Friday classroom visits: 7th and 8th grade classrooms</p> <p>County Counselor Meeting</p> <p>National Day of Encouragement</p> <p>Parent Breakfast – trending topic of choice</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience and records</p> <p>Individual Student Counseling: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Schedule Changes: change student schedules as needed</p> <p>Records Review: review records (test scores, etc.) of students new to the school and for questions of or change of placement</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>New Student party: participate in luncheon to welcome all new students</p> <p>Meet with New Students: weekly check-in with new students</p> <p>Small Groups: facilitate ROX and organization groups as needed</p>	<p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Whole Child Committee</p> <p>Licking County Shadowing: coordinate student selection/participation</p> <p>New Student Letter: send welcome letter home to parents of new students</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S O C T O B E R	<p>Midwest Talent Search: present to students and parents, provide registration materials</p> <p>Ohio Means Jobs: conduct career interest inventory with 8th graders, creation of portfolio</p> <p>Suicide Prevention in PE classes</p> <p>8th grade trip to C-TEC</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate Rtl meetings</p> <p>Progress monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: Rtl Team, District Whole Child Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S N O V E M B E R	World Kindness Day Suicide Prevention in PE classes	New Student Enrollment: Scheduling, tour, and review of past experience Individual Student Conferencing: counseling and advisement Parent Conferencing: Individual meetings with parents regarding concerns/questions Schedule and facilitate RtI meetings Parent Conference Night Progress monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress Schedule and facilitate 504 meetings	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated Small Groups: facilitate as needed	Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs IEP Meetings: attend as needed Individual Committee Commitments: RtI team, District Whole Child Committee Team Meetings: attend weekly Staff Meetings: attend monthly News Communication: electronic information newsletter Parent Breakfast: informal communication/feedback with parents All-Ohio Counselor Conference: attend and receive professional development on current needs Schedule and facilitate 504 meetings Communication: Updates to online learning management system, parent newsletters, principal newsletters

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S D E C E M B E R	OWjL Camp: inform parents and facilitate registration	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Progress monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Whole Child Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S J A N U A R Y	<p>OWjL: continue to provide registration assistance to students and parents</p> <p>Parent Breakfast – trending topic of choice</p> <p>County Counselor Meeting</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Progress Monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Whole Child Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>High School Scheduling: coordinate logistics at middle school for future freshman scheduling</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S F E B R U A R Y	<p>Scheduling: advise 6th grade students and parents about 7th grade scheduling process/options; advise 7th grade students about 8th grade course options</p> <p>Random Acts of Kindness Week</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Parent Conference Night</p> <p>Progress Monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI team, District Whole Child Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Terra Nova/AIR Testing: begin preparations for test administration</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S M A R C H	<p>Scheduling: advise 6th grade students and parents about 7th grade scheduling process/options; advise 7th grade students about 8th grade course options</p> <p>Technology safety classroom visits: 8th grade LA classrooms</p> <p>County Counselor Meeting</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Progress Monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI team, District Wellness Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Terra Nova Testing: test administration</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S A P R I L	<p>Suicide Prevention in PE classes</p> <p>Scheduling: advise 6th grade students and parents about 7th grade scheduling process/options; advise 7th grade students about 8th grade course options</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Progress Monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Wellness Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Honors Night: organize agenda and awards</p> <p>MAP and AIR Testing: organize/distribute/collect test materials, proctor as needed</p> <p>Schedule and facilitate 504 meetings</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G M S M A Y	Scheduling: advise 6 th grade students and parents about 7 th grade scheduling process/options; advise 7 th grade students about 8 th grade course options	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Individual Student Conferencing: counseling and advisement</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p> <p>Schedule and facilitate RtI meetings</p> <p>Progress Monitoring/Academic Success Plan: meet with students who have earned a D or F on a grade card to create action plan and monitor progress</p> <p>Schedule and facilitate 504 meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Small Groups: facilitate as needed</p>	<p>Team leader/Administrative Meeting: building leadership meets to discuss current building issues/needs</p> <p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Wellness Committee</p> <p>Team Meetings: attend weekly</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Parent Breakfast: informal communication/feedback with parents</p> <p>Schedule and facilitate 504 meetings</p> <p>Honors Night: order plaques, medals and other awards; present awards at ceremony</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
<p>G</p> <p>M</p> <p>S</p> <p>J</p> <p>U</p> <p>N</p> <p>E</p>	<p>Scheduling: advise 6th grade students and parents about 7th grade scheduling process/options; advise 7th grade students about 8th grade course options</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Parent Conferencing: Individual meetings with parents regarding concerns/questions</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p>	<p>IEP Meetings: attend as needed</p> <p>Individual Committee Commitments: RtI Team, District Wellness Committee</p> <p>Staff Meetings: attend monthly</p> <p>News Communication: electronic information newsletter</p> <p>Schedule: balance classes and verify class sections</p> <p>Transition Meetings: participate in meetings regarding students transition from GIS and to GHS</p> <p>Communication: Updates to online learning management system, parent newsletters, principal newsletters</p>

Monthly Activity Calendar
Granville High School

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S A U G U S T	College Application Summer Workshop: Jumpstart workshop for seniors to begin college applications	Scheduling: Meet individually with students to revise their final schedules as needed	Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated	Weekly Department Meetings: Plan for upcoming school counseling curriculum, reserve facilities, and prepare materials
	Freshman Orientation: One-day orientation to high school	New Student Enrollment: Scheduling, tour, and review of past experience		Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website.
	Freshman Parent Night: Academic and transitional information for parents	Records: Review transcripts, ensure junior and senior credits are adequate/on track for graduation	SNAG: Students New at Granville, small group for students new to the district, meet once per week for the first quarter	Front Office Meeting
	New Student Orientation: One-day orientation to Granville High School	Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings		Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.
	Welcome from Administration and School Counselors: Join administrators in classroom to introduce counselors and their role in the school, emphasizing future planning	Manage 504 Plans: Case manage 504s as assigned Open House: Provide informational materials to parents about upcoming evening information sessions College Representative Visits: Participate in college representative visits. Encourage students to use Naviance for college and scholarship searches		Memberships: Renew memberships to Naviance, CollegeBoard, NACAC, OACAC, ASCA, OSCA Update Materials: College forms, Website, Profile Community Agencies: Renew collaborative relationships with community mental health professionals and agencies Curriculum Planning: Coordinate with Lit. & Comp. teachers to develop calendar dates for classroom counseling activities

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S S E P T E M B E R	<p>Senior Parent Night: College application process and timeline</p> <p>Senior counseling: Conduct sessions for seniors in collaboration with Lit. & Comp. teachers for college planning, advising, and application assistance. College admissions guest speakers advise students on essay writing and application tips.</p> <p>College 101: Conduct monthly lessons regarding the college search process.</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Manage 504 Plans: Case manage 504s as assigned</p> <p>College Representative Visits: Participate in college representative visits. Encourage students to use Naviance for college and scholarship searches</p> <p>College Applications: Process college and scholarship applications in collaboration with counseling staff.</p> <p>Individual Senior Meetings: Compose letters of recommendation and finalize college lists</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>SNAG: Students New at Granville, small group for students new to the district, meet once per week</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p> <p>Annual Club Fair and Field Day: Students sign up for extracurricular activities and play track and field games</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>Licking County Counselor Association Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>OACAC: Attend articulation</p> <p>College Admissions: Attend meetings as invited</p> <p>NACAC: Attend annual NACAC conference</p> <p>CollegeBoard: Attend fall workshop, review National Merit standings</p> <p>Ohio School Counselor Association: Brandi Cooper is serving as Past President (2017-2018) and represents GHS at the state level.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S O C T O B E R	<p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>College Application Work Session: Assisting senior students with completion of college applications on COTA day</p> <p>Sophomore counseling: Students from C-TEC visits classes to educate students and register them for Sophomore Hands-On Day</p> <p>Financial Aid Night: Junior and senior students and parents invited to attend informational night about options of available financial aid, college representatives present</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Manage 504 Plans: Case manage 504s as assigned</p> <p>College Representative Visits: Participate in college representative visits. Encourage students to use Naviance for college and scholarship searches</p> <p>College Applications: Process college and scholarship applications in collaboration with counseling staff.</p> <p>Individual Senior Meetings: Compose letters of recommendation and finalize college lists</p> <p>Parent Conference Night</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>SNAG: Students New at Granville, small group for students new to the district, meet once per week</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>District Counselor Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>NACAC: Attend annual NACAC conference</p> <p>Ohio School Counselor Association: Brandi Cooper is serving as Past President (2017-2018) and represents GHS at the state level.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S N O V E M B E R	<p>Freshmen counseling: Complete career interest inventory and corresponding assignment.</p> <p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>Sophomore counseling: Sophomores visit C-TEC for Sophomore Hands-On Day to determine if they want to apply for junior and senior year.</p> <p>College Information Night for Sophomore and Junior Parents: Information about the college exploration and selection process</p> <p>College Information Night for Parents of Students with IEP and 504 Plans: Information about receiving accommodations and services in college, college representatives present</p> <p>Preparing Presentation on Transition to College for Students with Disabilities: Collaboration with special education department</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Manage 504 Plans: Case manage 504s as assigned</p> <p>College Representative Visits: Participate in college representative visits. Encourage students to use Naviance for college and scholarship searches</p> <p>College Applications: Process college and scholarship applications in collaboration with counseling staff.</p> <p>Individual Senior Meetings: Compose letters of recommendation and finalize college lists</p> <p>Grade Reports (1st nine weeks): Review grades and hold student/parent conferences, refer students if necessary</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p> <p>Seniors At-Risk: Meet with students and send parent letters home for senior at-risk of not graduating</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>NACAC: Attend annual NACAC conference</p> <p>Ohio School Counselor Association: Brandi Cooper is serving as Past President (2017-2018) and represents GHS at the state level.</p> <p>All-Ohio Counselors Conference: School counselors presented along with an intervention specialist.</p> <p>Scholarships: Announce community and national scholarships</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S D E C E M B E R	<p>H.E.L.P. Curriculum: Helping Every Living Person curriculum implemented in to the Health classes over two days. Information about coping with stress, signs and symptoms of depression and suicide, and steps reviewed on how to A.S.K. to help a friend.</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Manage 504 Plans: Case manage 504s as assigned</p> <p>College Representative Visits: Participate in college representative visits. Encourage students to use Naviance for college and scholarship searches</p> <p>College Applications: Process college and scholarship applications in collaboration with counseling staff.</p> <p>Individual Senior Meetings: Compose letters of recommendation and finalize college lists</p> <p>Grade Reports (2nd nine weeks): Review grades and hold student/parent conferences, refer students if necessary</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>Seniors At-Risk: Meet with students and send parent letters home for senior at-risk of not graduating</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>District Counselor Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>Licking County Counselor Association Meeting</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Announce community and national scholarships</p> <p>Prepare for Scheduling in the next Academic Year: School counselors meet off-site for two days to prepare forms, PowerPoints, and update websites.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S J A N U A R Y	<p>Sophomore and Junior counseling on PSAT: Distribute PSAT scores and explain results and resources</p> <p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>Sophomore Counseling: Conduct two-day lesson on Strengths Explorer and college majors.</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>College Applications: Process college and scholarship applications in collaboration with counseling staff</p> <p>Prepare Mid-Year Reports: Send student transcripts including 1st semester grades of senior year to colleges</p> <p>Scheduling: Check 2nd semester schedules, transcripts, and confirm students are assigned appropriately. Complete transcript checks.</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Announce community and national scholarships</p> <p>Prepare for Scheduling in the next Academic Year: School counselors meet off-site for two days to prepare forms, PowerPoints, and update websites</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S F E B R U A R Y	<p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>Scheduling Presentations: Visit all grade-level classrooms to review scheduling options for the next academic year.</p> <p>Parent Night Scheduling Meetings: Share scheduling options for the next academic year with parents of rising grade levels</p>	<p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Scheduling: Check 2nd semester schedules, transcripts, and confirm students are assigned appropriately. Complete transcript checks.</p> <p>Parent Conference Night</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>District Counselor Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Announce community and national scholarships</p> <p>Input Course Requests for Next Academic Year: School counselors meet off-site for two days to input course requests for rising 9-12.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S M A R C H	College 101: Conduct monthly lessons regarding the college search process.	<p>Scheduling: Review enrollment and verify appropriate placement. Hand schedule students with IEPs and 504 Plans. Adjust student schedules as requested by parents and students</p> <p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>Licking County Counselor Association Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Announce community and national scholarships</p> <p>Ohio State Graduation Tests: Proctor AIR tests.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S A P R I L	<p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>H.E.L.P. Curriculum: Helping Every Living Person curriculum implemented in to the Health classes over two days. Information about coping with stress, signs and symptoms of depression and suicide, and steps reviewed on how to A.S.K. to help a friend.</p>	<p>Scheduling: Review enrollment and verify appropriate placement. Adjust student schedules as requested by parents and students</p> <p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Junior Planning Meetings: Meet individually with junior students to create college lists and answer questions</p> <p>Four-Year Academic Plan Meetings: Meet individually with rising ninth grade students and their parents to map out a four-year course plan and answer questions</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Announce community and national scholarships</p> <p>Front Office Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>OACAC: Attend Ohio Association College Admissions Counseling Conference</p> <p>Ohio State Graduation Tests: Proctor AIR tests.</p> <p>State-Sponsored ACT: Proctor ACT test for juniors</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S M A Y	<p>Senior Honors Night: Present during the senior ceremony</p> <p>College 101: Conduct monthly lessons regarding the college search process.</p> <p>Senior Graduation Survey: Assess graduating seniors regarding post-secondary plans</p> <p>Graduation: Assist with coordinating students for graduation ceremony</p>	<p>Scheduling: Review enrollment and verify appropriate placement. Adjust student schedules as requested by parents and students</p> <p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Junior Planning Meetings: Meet individually with junior students to create college lists and answer questions</p> <p>Four-Year Academic Plan Meetings: Meet individually with rising ninth grade students and their parents to map out a four-year course plan and answer questions</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p> <p>Records: Review transcripts, ensure junior and senior credits are adequate/on track for graduation</p>	<p>Individual Counseling: Respond to specific social/emotional, academic concerns, and needs of individual students; make appropriate referrals as indicated</p> <p>GHS Leadership Team: Monthly meetings to plan stress reducing events and activities</p>	<p>Department Meetings: Plan for upcoming school counseling curriculum and reserve facilities/materials</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p> <p>Scholarships: Send final report to district office and local news publications</p> <p>AP Exams: Proctor AP exams</p> <p>Ohio State Graduation Tests: Proctor AIR tests.</p>

Date	School Counseling Curriculum	Individual Student Planning	Responsive Services	Indirect Student Services
G H S J U N E		<p>Final Transcripts: Send out senior final transcripts to all attending colleges/universities</p> <p>Scheduling: Review enrollment and verify appropriate placement.</p> <p>New Student Enrollment: Scheduling, tour, and review of past experience</p> <p>Four-Year Academic Plan Meetings: Meet individually with rising ninth grade students and their parents to map out a four-year course plan and answer questions</p> <p>Meetings with Students Needing Assistance: Participate in IEP, 504, ISP meetings</p>	<p>Correspondence and/or Summer School Registration: Notify students of summer school classes and assist with registration</p>	<p>Department Meetings: Plan for upcoming school counseling Curriculum (New Student Orientation, College Application Workshop and Freshmen Orientation) and reserve facilities/materials for the following academic year</p> <p>Communication: Submit updates to online learning management system, building-wide email listserv, and Principal newsletter. Update information on GHS website</p> <p>Website: Update information on website, communication parents/students</p> <p>Front Office Meeting</p> <p>Records: Track Educational Options, CCP, and any other non-traditional plan for individual students.</p> <p>College Admissions: Attend meetings as invited</p>

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