

Back-to-Basics Professional Development

Elementary
School Counselors

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AGENDA

- Welcome & Introduction
 - Establishing Group Norms
 - Morning Meeting
 - Objective of Monthly Professional Development
- School Counselor and School Counseling Overview
 - American School Counselor Association Framework (ASCA National Model)
- 19-20 Aim- Prevention vs Intervention Supports
- Expectations
- Lunch Break-12:30-1:00
- Intro to Social & Emotional Learning
- Identifying Student Needs
- Documentation/Tracking
 - Referrals
 - Individual & Group Sessions (small/large)
 - Monthly Reporting
- Initiatives
 - Service Learning/Community Exchange (monthly)
 - Acts of Kindness (weekly)
 - School Counselor Annual Framework
 - Resources (newsletters, brochures)
- Closing Circle (post-it in folder)
- Next Steps
 - Activity Facilitation/Sign-ups (green index card in folder)
 - PD Survey

What is a Guidance *School* Counselor?



- Historically, the term “guidance counselor” was used to reference counselors working within the school system. These counselors’ main role was to “guide” students to college: writing letters of recommendation and sending out transcripts. However, this role has evolved in the past decade, and many schools are now using the term “school counselor” instead.
- School counselors are highly trained and support students in many ways in addition to guiding them to college. The role itself has evolved from a focus on post-graduation planning and administrative support to today’s focus on embracing a comprehensive approach to optimize student outcomes in much more than just college planning.
- School counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today’s diverse students.

The Role of a School Counselor

- School Counselors implement a school counseling program that provides education, prevention and intervention activities, which are integrated into all aspects of the lives of students.
 - The program teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.
- School counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success.

The Role of a School Counselor Cont'd

- School counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.
- School counselors are critical to school leadership – providing early identification and short-term intervention for students with personal, social, emotional, and academic needs.

The ASCA National Model: A Framework for School Counseling



- The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.
- The purpose of the ASCA National Model is to do more school counseling; keep it simple!
- A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support.
 - [Use of Time Calculator](#)

The ASCA National Model: A Framework for School Counseling

**DIRECT
SERVICES**

Direct Student Services:

- Instruction - teaching the school counseling curriculum to students focused through the lens of selected student standards from the [ASCA Mindsets & Behaviors](#) for Student Success
- Appraisal and Advisement - assessing student abilities, interests and achievement to help them make decisions about their future
- Counseling - providing professional assistance and support for prevention, during times of transition, heightened stress, critical change or other situations impeding student success through
 - Individual Counseling
 - Small Group Counseling
 - Large Group Counseling (Classroom Guidance)

School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources

The ASCA National Model: A Framework for School Counseling

INDIRECT SERVICES

Indirect Student Services:

- Consultation - share strategies supporting student achievement with parents, teachers, other educators and community organizations
- Collaboration - work with other educators, parents and the community to support student achievement
- Referrals - support for students and families to school or community resources for additional assistance and information

Preventative vs. Reactive/Intervention

SUPPORTS

Prevention	Intervention
<p>What is it? What does it look like? What has been done in your school? What is the impact on students?</p>	

Prevention

SUPPORTS

- When the corrective action (-tion) comes before (pre-) the behavior, meaning school counselors take corrective action for a behavior that students are at risk of, but have not necessarily exhibited yet
- Prevention is usually presented to a more generalized audience of anyone at risk
- Examples:
 - Prevention programming about sexual assault may begin as early as preschool by teaching all students to understand consent within the context of being on the playground
 - A prevention program to prevent smoking, drinking, or drug use would be a school-wide campaign targeting those students who are at an extremely high risk
 - Positive Behavioral Interventions and Supports (Tier I)

Intervention

SUPPORTS

- When the corrective action comes during a behavior, as in school counselor takes corrective action of a behavior that students are exhibiting
- Tends to be on a smaller scale or more individualized
- Examples:
 - Intervention programming about sexual assault would be restricted to those who have been identified as victims or perpetrators
 - An intervention prevention for smoking, drinking, or drug use would focused on those who are already using
 - Tier II/Tier III

Expectations

- Goal Setting (with all students by end of September-be strategic and intentional)
- Weekly Guidance Lessons (whole class)
 - Morning Meeting
 - Circle and Activity
- Individual Counseling Sessions
 - No more than 30 minutes
 - Utilize Individual DAP Note template
 - Secure sign-in sheets
- Small Group Sessions
 - 4 cycles lasting 5 weeks each
 - Cycle I begins October 7th - see [NBOE School Counselor Annual Framework](#)
 - Utilize Group DAP Note template
 - Secure sign-in sheets

Expectations Cont'd

- [Weekly Schedule](#) Posted
- Organized Documentation (session notes, referrals, tracking of direct/indirect service hours, sign-in sheets, counseling consent forms, etc.)
- [Monthly Newsletters](#) (send home & post on bulletins/display by end of 1st week of the month)
- Be Intentional by
 - Fostering SEL practices throughout the school with fidelity
 - Modeling expected behaviors and growth-mindsets
 - Having a presence in the hallways, morning posts, cafeteria, etc.
 - Building relationships with students and families
 - Back-to-School Night participation
 - School Counselor Open House (October- see NBOE Annual Framework)
 - Student Celebrations
 - Quarterly Events/Parent Workshops

Lunch is Scheduled 12:30-1:00pm



We will reconvene promptly at 1:05pm

Social and Emotional Learning

SEL

- Social and Emotional Learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.
- Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.
- The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.
- Adopted by the New Jersey State Board of Education in August 2017

<https://www.state.nj.us/education/students/safety/sandp/sel/>

Social and Emotional Learning Cont'd



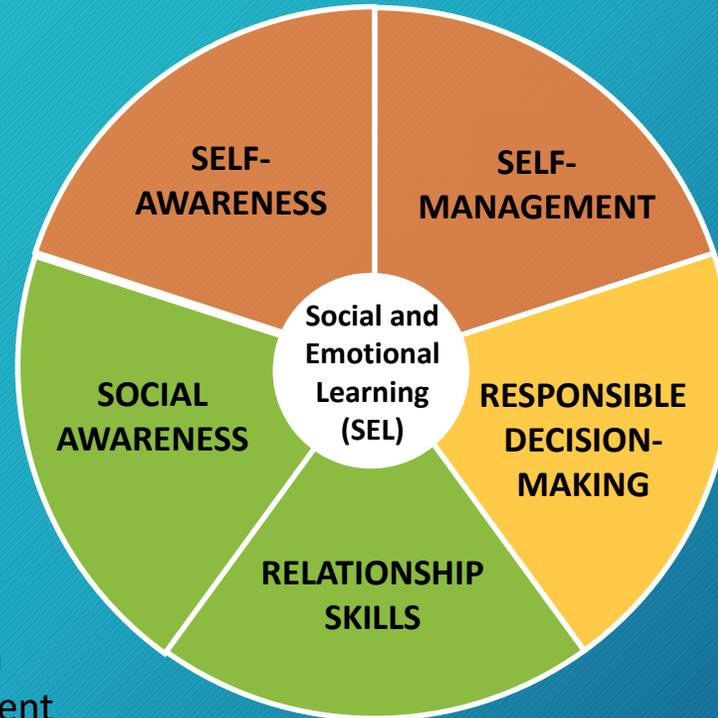
- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

What are the SEL Competencies and skill sets?

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Student Needs Assessment

- **What is a SNA?:** An assessment/survey completed by students, parents, teachers and/or administrators that offers a data-informed direction for a comprehensive school counseling program. It can assist counselors in identifying student needs, informing curriculum development to address those needs, and pinpoint the high-need areas for small groups.
- **Goal:** To ensure students have access to programs that fit their needs
- **Components:** Questions about a students' grade level, gender, ethnicity, free and reduced lunch status, gifted status or English language learner status may assist you in shining a light on the barriers that exist specifically for each of these groups of students and begin closing the equity gap in a more impactful way.

Student Needs Assessment Cont'd

- Process: At the start of the 19-20 SY, students will meet with school counselors to complete a needs assessment
 - Create Google form, paper form option

Data Review: Once you have collected and analyzed data from a needs assessment, you can use it in developing a comprehensive school counseling plan for the year.

- Areas of need that are apparent across race, gender and SES status may be identified as potential school-wide issues that could be covered in school counseling core curriculum lessons, small groups or individual interventions.
- The data collected from an upgraded needs assessment may allow for the prioritizing and development of specific interventions that can make a school more effective in addressing the unique needs of all students.

Documentation & Tracking

An efficient record keeping system helps track and organize these contacts (Wilson, 1997). Regardless of the format a school counselor chooses to use for documentation, continuity of care can be enhanced through easy access to counseling information such as student history, past experiences, and presenting problems.

- Session DAP Notes
- Referrals
- Tracking of direct/indirect service hours
- Sign-in sheets (meetings with students, parents, teachers, school support team members)
- Counseling Consent Forms

How Does a Student See the School Counselor?

- Self-referral by the student
- Teacher Referral
- Parent Referral
- Administrative Referral
- Child Study Team
- Counselor Observation

"School's Name" Elementary School
School Counselor Referral Form

Student: Grade: Date: Counselor:

Class: Hour: Teacher:

ACADEMIC SUMMARY	BEHAVIOR/PARTICIPATION	SUSPECTED CONCERNS	PRIOR ACTION TAKEN																					
<p>Grade:</p> <table><tr><td><input type="checkbox"/> A+</td><td><input type="checkbox"/> C</td><td><input type="checkbox"/> Developing</td></tr><tr><td><input type="checkbox"/> A</td><td><input type="checkbox"/> C-</td><td><input type="checkbox"/> Satisfactory</td></tr><tr><td><input type="checkbox"/> A-</td><td><input type="checkbox"/> D+</td><td><input type="checkbox"/> Needs Improvement</td></tr><tr><td><input type="checkbox"/> B+</td><td><input type="checkbox"/> D</td><td></td></tr><tr><td><input type="checkbox"/> B</td><td><input type="checkbox"/> D-</td><td></td></tr><tr><td><input type="checkbox"/> B-</td><td><input type="checkbox"/> F</td><td></td></tr><tr><td><input type="checkbox"/> C+</td><td></td><td></td></tr></table> <p>Assigned Work:</p> <p><input type="checkbox"/> Always prepared <input type="checkbox"/> Sometimes prepared <input type="checkbox"/> Often unprepared</p> <p>Quality of Work:</p> <p><input type="checkbox"/> Above Average <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Incomplete <input type="checkbox"/> Usually late</p> <p>Days Absent: <input type="text"/></p> <p>Days Late: <input type="text"/></p>	<input type="checkbox"/> A+	<input type="checkbox"/> C	<input type="checkbox"/> Developing	<input type="checkbox"/> A	<input type="checkbox"/> C-	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> A-	<input type="checkbox"/> D+	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> B+	<input type="checkbox"/> D		<input type="checkbox"/> B	<input type="checkbox"/> D-		<input type="checkbox"/> B-	<input type="checkbox"/> F		<input type="checkbox"/> C+			<p><input type="checkbox"/> Positive <input type="checkbox"/> Cooperative <input type="checkbox"/> Quiet, retiring <input type="checkbox"/> Disinterested <input type="checkbox"/> Calm <input type="checkbox"/> Moody <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Patient <input type="checkbox"/> Respectful <input type="checkbox"/> Sleeps in class <input type="checkbox"/> Unorganized</p> <p><input type="checkbox"/> Cheerful <input type="checkbox"/> Irritable <input type="checkbox"/> Gives up easily <input type="checkbox"/> Daydreamer <input type="checkbox"/> Attentive <input type="checkbox"/> On task <input type="checkbox"/> Defensive <input type="checkbox"/> Talkative <input type="checkbox"/> Inattentive <input type="checkbox"/> Off task <input type="checkbox"/> Withdrawn</p> <p>Additional Observations: <input type="text"/></p>	<p><input type="checkbox"/> Anger <input type="checkbox"/> Substance Use/Abuse <input type="checkbox"/> Peer Issues <input type="checkbox"/> Mood Swings <input type="checkbox"/> Self-Mutilation <input type="checkbox"/> Eating Disorder <input type="checkbox"/> Depression <input type="checkbox"/> Grades Dropping <input type="checkbox"/> Family Issues <input type="checkbox"/> Self-Isolation <input type="checkbox"/> Absenteeism <input type="checkbox"/> Change in Appearance <input type="checkbox"/> Physical/Sexual Abuse <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Dating Issues <input type="checkbox"/> LGBTQ Issues <input type="checkbox"/> Acculturation Issues <input type="checkbox"/> Bullying <input type="checkbox"/> Target of Bullying</p> <p>Additional Comments: <input type="text"/></p>	<p><input type="checkbox"/> Spoke with Student <input type="checkbox"/> Spoke with Parent <input type="checkbox"/> Disciplinary <input type="checkbox"/> Spoke with School Psychologist <input type="checkbox"/> Spoke with School Social Worker <input type="checkbox"/> Spoke with School SAC <input type="checkbox"/> Spoke with School Parent Liaison <input type="checkbox"/> Spoke with Administrator</p> <p>Additional Comments: <input type="text"/></p>
<input type="checkbox"/> A+	<input type="checkbox"/> C	<input type="checkbox"/> Developing																						
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<input type="checkbox"/> B	<input type="checkbox"/> D-																							
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<input type="checkbox"/> C+																								

REFERRALS

Store ALL Referral Forms in a binder as this data will be needed for monthly reporting



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Maria Ortiz, Executive Director
Office of Student Life

Where Passion Meets Progress

Individual Counseling Session: DAP Progress Note

Counselor:	Social Worker:	Support Staff:
Student Name:	ID#:	Grade:
Date:	School/Location:	
Session Number:	Topic of Session:	Time in Session:

Mental Status Exam (MSE)

Orientation <input type="checkbox"/> time <input type="checkbox"/> person <input type="checkbox"/> place <input type="checkbox"/> situation	
Appearance <input type="checkbox"/> well-groomed <input type="checkbox"/> unkempt <input type="checkbox"/> dirty <input type="checkbox"/> disheveled <input type="checkbox"/> malodorous <input type="checkbox"/> other	Affect <input type="checkbox"/> appropriate <input type="checkbox"/> inappropriate <input type="checkbox"/> tearful <input type="checkbox"/> flat <input type="checkbox"/> other
Observed Behavior <input type="checkbox"/> calm <input type="checkbox"/> cooperative <input type="checkbox"/> guarded <input type="checkbox"/> guarded <input type="checkbox"/> demanding <input type="checkbox"/> threatening <input type="checkbox"/> hostile	Speech <input type="checkbox"/> normal <input type="checkbox"/> loud <input type="checkbox"/> pressured <input type="checkbox"/> rapid <input type="checkbox"/> flight of ideas <input type="checkbox"/> other
Mood <input type="checkbox"/> anxious <input type="checkbox"/> depressed <input type="checkbox"/> irritable <input type="checkbox"/> elevated <input type="checkbox"/> other	Eye Contact <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor <input type="checkbox"/> minimal <input type="checkbox"/> intermittent <input type="checkbox"/> other
Thought Process <input type="checkbox"/> logical <input type="checkbox"/> goal-directed <input type="checkbox"/> racing <input type="checkbox"/> paranoid <input type="checkbox"/> disorganized <input type="checkbox"/> other	Memory <input type="checkbox"/> intact <input type="checkbox"/> impaired <input type="checkbox"/> other
Insight/Judgement <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor <input type="checkbox"/> other	Concentration <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor <input type="checkbox"/> other
Suicidal Ideation <input type="checkbox"/> none <input type="checkbox"/> passive <input type="checkbox"/> active If active: yes <input type="checkbox"/> no <input type="checkbox"/> comment(s) plan <input type="checkbox"/> <input type="checkbox"/> intent <input type="checkbox"/> <input type="checkbox"/> means <input type="checkbox"/> <input type="checkbox"/>	Homicidal Ideation <input type="checkbox"/> none <input type="checkbox"/> passive <input type="checkbox"/> active If active: yes <input type="checkbox"/> no <input type="checkbox"/> comment(s) plan <input type="checkbox"/> <input type="checkbox"/> intent <input type="checkbox"/> <input type="checkbox"/> means <input type="checkbox"/> <input type="checkbox"/>

**If yes to above, contact Crisis*

- **DATA:**
Subjective data about the student- what are the student's observations, thoughts, direct quotes?
Objective data- what does the counselor observe during the session (affect, mood, appearance)?
What was the general content and process of the session?
Was homework reviewed (if any)?
- **ASSESSMENT:**
What is the counselor's understanding about the problem?
What are the counselor's working hypotheses?
What are the results of any testing, screening, assessments?
What is the student's current response to the treatment plan?
- **PLAN:**
Based on student's response to the treatment plan, what needs revision?
What goals, objectives were addressed this session?
What is the counselor going to do next?
When is the next session date?



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Individual Counseling Session: DAP Progress Note

Counselor:	Social Worker:	Support Staff:
Student Name:	ID#:	Grade:
Date:	School/Location:	
Session Number:	Topic of Session:	Time in Session:

Mental Status Exam (MSE)

Orientation <input type="checkbox"/> time <input type="checkbox"/> person <input type="checkbox"/> place <input type="checkbox"/> situation	
Appearance <input type="checkbox"/> well-groomed <input type="checkbox"/> unkempt <input type="checkbox"/> dirty <input type="checkbox"/> disheveled <input type="checkbox"/> malodorous <input type="checkbox"/> other	Affect <input type="checkbox"/> appropriate <input type="checkbox"/> inappropriate <input type="checkbox"/> tearful <input type="checkbox"/> flat <input type="checkbox"/> other
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**If yes to above, contact Crisis*

- **DATA:**
- **ASSESSMENT:**
- **PLAN:**

INDIVIDUAL
SESSIONS

- Complete by end of day no later than start of next morning to ensure accuracy of account of events and session content
- Complete all sections and remember, “less is more”
- Store hardcopy in student’s file



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Where Passion Meets Progress

Group Counseling: DAP Progress Note

Counselor:	Social Worker:	Support Staff:
Group Type:	Group Purpose:	Number of Group Members:
Date:	Time:	School/Location:
Session Number:	Time in Session:	Age/Grade of Group Members:

Brief Overview of Session:

What content was covered during session?

What interventions were used?

What resources were provided to group members?

- **DESCRIPTION of Session: What happened in group? (subjective/objective)**

What did group members report/say?

What are your observations of members' behavior, appearance, mood (AEB)?

What did facilitator do/say or how did facilitator interact with members?

How did session conclude? (capture actions: members and facilitator)

- **ASSESSMENT of Session: Analysis and conclusion of the situation based on subjective and objective data.** This is the facilitator's clinical judgment of what has been said and/or done based upon what was seen or heard. What does the data mean, suggest or give evidence of? (Why did it happen?)

What is the engagement/participation level of group members (AEB)?

What are the expressed concerns of members?

What are members seeking or looking forward to?

What is the recommendation of the facilitator

- **PLAN of Next Session: "What happens next?"**

What is the date and time of next session?

What will members do next session?

What content/topic will be covered during the session?



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Group Counseling: DAP Progress Note

Counselor:	Social Worker:	Support Staff:
Group Type:	Group Purpose:	Number of Group Members:
Date:	Time:	School/Location:
Session Number:	Time in Session:	Age/Grade of Group Members:

Brief Overview of Session:

- **DESCRIPTION of Session: What happened in group? (subjective/objective)**

- **ASSESSMENT of Session: Analysis and conclusion of the situation based on subjective and objective data.**

- **PLAN of Next Session: "What happens next?"**

GROUP SESSIONS

- Complete by end of day no later than start of next morning to ensure accuracy of account of events and session content
- Complete one per student in the group per session
- Store hard copy in student's file

MONTHLY REPORTING

ELEMENTARY SCHOOL COUNSELING PROGRAM MONTHLY REPORT

School _____ Month _____ Year _____

School Counselor _____

Total % of Direct Student Services: _____ Total % of Indirect Student Services: _____

NUMBER OF CLASSROOM GUIDANCE SESSIONS CONDUCTED

	K	1	2	3	4	5	6	7	8
# of Sessions									
# of Students									

NUMBER OF GROUP COUNSELING SESSIONS CONDUCTED

	K	1	2	3	4	5	6	7	8
# of Sessions									
# of Students									

RESPONSIVE SERVICES

NUMBER OF REFERRALS AT EACH GRADE LEVEL SUBMITTED BY TEACHERS

# of Students	K	1	2	3	4	5	6	7	8
Academic									
Attendance									
Behavior									
Mental Health									
Physical Health/ Substance Use									

NUMBER OF REFERRALS TO OFFSITE/OUTSIDE AGENCIES

# of Students	K	1	2	3	4	5	6	7	8
Suicide Prevention									
NJ Perform Care									
DCCP									
Other:									
Other:									

NUMBER OF PEER MEDIATION SESSIONS CONDUCTED

	K	1	2	3	4	5	6	7	8
# of Sessions									
# of Students									

NUMBER OF CRISIS INTERVENTIONS

	K	1	2	3	4	5	6	7	8
# of Sessions									
# of Students									

SYSTEM SUPPORT

Type of Support	Number Attended
In-services/ Trainings attended	
In-services/ Training facilitated	
SST Meetings	
CST Meetings	

INDIVIDUAL PLANNING WITH STUDENTS

Type of Planning	Number of Instances
Individual Counseling	
Goal Setting	
Parent Conferences	
Administration, Parent & Agency Conferences	

NON-SCHOOL COUNSELING ACTIVITIES

Activity	Date

MONTHLY OBJECTIVES

Were you able to complete this month's objectives, based on the ASCA model?
(Refer to the Calendar) Yes _____ No _____

NBOE Service Learning/Community Exchange Planning Sheet

(To be turned in with Monthly Report)



Month & Year:

Grade Level(s) Involved:

Project Name:

Describe your project. If you are working with any individuals, groups, organizations, or businesses in the community, please list them.

Student Input: How (and to what degree) were students involved in selecting and/or organizing the project?

Academic Component: What curriculum goals will be achieved? How?

Service Component: How will the community benefit? How will other students benefit?

Reflective Component: In what ways will the students reflect on this experience? (journals, class discussions, etc.)

Character Component: In what ways will this project contribute to the personal development of your students? (responsibility, respectfulness, empathy, citizenship, collaborative skills, etc.)

Outcome: To be completed after the project to document the overall experience, observations, impact and takeaways

***Monthly Reporting Due 1st Friday of each month...Complete Google form and upload report and Service Learning/Community Exchange Document**

Initiatives



Service Learning/ Community Exchange

- [Monthly Participation](#)
- Tracking/Documentation
- September's Kickoff-
Grief & Loss Care Baskets



Acts of Kindness School-Wide Challenge

- Weekly Participation
- Tracking/Documentation
- September's Kickoff-
- Week of Kindness Sep 30th - Oct 4th



School Counselor Annual Framework

- | | |
|-----------------------------|-------------------------|
| • Character Education Theme | Major Projects/Events |
| • Classroom Guidance Lesson | SL/CE |
| • ASCA Domain | Weekly Acts of Kindness |
| • SEL Competency | Key Dates |

- **Planning Tools**

- [School Counselor Annual Framework](#)
- [Annual Calendar](#)
- [Weekly Schedule Template](#)
- [Lesson Plan Template](#)
- [Service Learning/Community Exchange Planning Form](#)

- **Communication Tools**

- [School Counselor Brochure](#)
- [Meet the Counselor PPT](#)
- [Monthly Newsletter Templates](#)

- **Documentation/Forms**

- [Counseling Consent Form](#)
- [Individual Counseling](#)
- [Group Counseling](#)
- [Monthly Reporting Form](#)
- [Monthly Sign-in Sheets](#)

Closing Circle

Today's session was filled with a variety of information. Spend the next 5 minutes thinking about what has been shared, covered, and experienced. Locate the post-it inside your folder and right down one takeaway from today's PD. When completed, join me in circle!

“

When you change the way you look at things,
the things you look at change

-Wayne Dyer

”

THANK YOU!!!