

12.18.2019

## Memo

**To:**

Granby Public Schools  
Board of Education  
Curriculum  
Subcommittee

To better address the needs of students, the Granby Public Schools Board of Education Curriculum Subcommittee engaged administration in a review of current practices in the school counseling program. To guide the process, the subcommittee will participate in a scope and sequence document review of services along with sample lessons.

**From:**

Christopher Tranberg  
Assistant Superintendent

**Re:**

School Counseling  
Document Review

To support the review, the subcommittee will generate questions and feedback using the three broad areas of academic development, career development, and personal/social development as a framework. These areas serve as the core of the Connecticut Comprehensive School Counseling guiding documents and standards.

**CC:**

Mark Winzler, Interim  
Superintendent

Mike Dunn, GMHS  
Principal

Julie Groene, GMHS  
Assistant Principal &  
Director of School  
Counseling

**Academic Development** includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

**Career Development** goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

**Personal/Social Development** goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

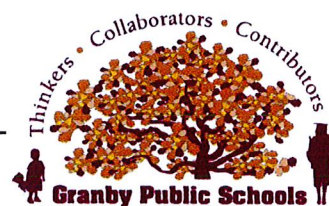
Following the document review, feedback will be shared with building administration. Through a previously scheduled presentation to the Board in February, initial questions will be addressed and also serve as a guide in the curriculum revision/development process. This review will culminate in a strategic plan to address student needs through comprehensive school counseling program improvement.

## Granby Public Schools

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**PLEASE COMPLETE  
ELECTRONICALLY**

	Areas of Strength	Areas of Concern
Middle School Academic Development		
Middle School Career Development		
Middle School Personal/Social Development		
High School Academic Development		
High School Career Development		
High School Personal/Social Development		

**Granby Memorial Middle School**

**Grade 5-Transition Activities**

**Grade 6**

September: Classroom visits first week of school and small group meetings during X block.  
Introduction to the role of the

November : Learning Style Lessons (educationplanner.org) (A)

December: Suicide Lesson (SOS) with peer support tips (P/S)

April: Recognizing and understanding how emotions develop (2nd Step Lesson) (P/S)

**Grade 7**

October: Reconnect with students through individual/small group meetings Goal Setting (P/S/A)

November: Suicide lesson with peer support tips (SOS Lesson) (P/S)

December: Follow up on Goal Setting Lesson

January/Feb: Managing Stress and (P/S)

April: Drug Awareness Lesson (P/S)

**Grade 8**

October: Connecting school effort/performance to high school recommendations. Introduction to high school options. (A)

December: High School options presentations: Oliver Wolcott Technical High School, Suffield Vo-Technical High School, Suffield Vo-

January: GMHS Electives Fair Presentation (A)

February: 8th Grade Parent Information Meeting (A)

February: Naviance Career Cluster Inventory (C)

March: Grade 8 high school course selection meetings (A)

June: Transition to HS presentation by GMHS students (P/S/A)

A=Academic

C=Career

P/S=Personal/Social

## SOS Guidance Lesson Overview

### Lesson Format:

1. Read intro
2. Show SOS video
3. If time allows, Post-test out loud (in SOS Booklet)/Discussion
4. Facilitate discussion with guiding questions
5. Pass out exit tickets and other materials (i.e. preventsuicidect.org brochures)

**Intro:** Today our school is participating in the SOS Middle School Program. Our goal today is to help you recognize the symptoms of depression and/or suicide in yourselves, your friends or your loved ones. The purpose of this program is not to tell whether you are suffering from depression, but rather to tell if you or a friend of yours may have symptoms that indicate a need for further help. This can be an uncomfortable topic, **if anyone feels the need to leave the room, please let me know.**

Today's program will include the following:

- A video about depression, the signs of suicide and the steps to take if you feel a friend or loved one is at risk.
- A post-test to determine what you have learned and follow up discussion.
- Information for getting further help for yourself or a friend if necessary.

Handout w/Questions, take notes as you watch

- Pause at 2:19 - Turn and talk on questions. Use talking points on p. 44
- Sisters Pause at 5:00 (at end of scene): **Ask whole class - What was "wrong" about the first response?** Then turn and talk on questions. Review together talking points on p.44/45
- Review difference between sadness and depression - feelings are fluid, it's normal to have changing feelings and to sometimes feel sad, it's when feelings are not changing that we start to worry
- Angry Boy Pause at 9:35 (at end of scene): **Ask whole class - What was "wrong" about first response?"** Turn and talk on questions. Review

talking points p.45, you might have issues and arguments with friends, that's normal. It's not normal to have issues with all of your friends at once and feel suicidal about it.

- Pause at 12:25 - Discuss - Won't my friends be angry if I tell? Maybe at first but they will be safe and hopefully over time be ok with it. How do drugs and alcohol have an impact? Depressant, can lead to bad decisions and risk taking, interfere with medication What should I do if I am feeling depressed? Talk to someone right away.
- Girls in Bathroom Pause at 15:07 (at end of scene): Ask whole class - What was "wrong" about first response? Turn and talk on questions. Review talking points on p.45/46
- Pause at 16:14 - review self-injury and what to do

Close: Either handout hardcopy of true/false questions OR orally review. Leave time for exit ticket!

Period 1 - 9:18, Period 2 - 10:10 Period 5 - 12:36 (Lunch) Period 6 - 1:56

**Guiding Questions: - Depending on time, many are review of discussion during video**

1. Where would you go if you were concerned about the safety of a friend or your own safety: At school? Outside of the building? (parent, clergy, coach), in your family?
2. How do you know who is a trusted adult? - maybe you hardly know your counselors, it's about knowing they will try to help
3. What are the signs when someone is in trouble or at risk?
4. How do you know when it is OK to break the confidence of a friend (to tell someone)? \*only if you we haven't previously discussed
5. Do you think a friend will be mad if you tell? How do you think this would/could play out? What if the adult decides to help in a way that your or your friend doesn't want? Will the counselor be able to tell you what they did to help your friend? No, it is confidential
6. What if your friend comes back and says the adult didn't do anything? Help takes time, it is ongoing.
7. What if you think your friend is just trying to get attention? You still need to ACT - maybe your friend actually needs attention! The best kind of attention is supportive that you and trusted adults can offer.

## Learning Style Lesson-6<sup>th</sup> Grade 2019

List Expectations on the Board:

- When I am talking, you should not be.
- Be Engaged and Participate. Should be easy because it's about you today!
- Raise Your Hand Please!

Objective: Students will determine their preferred learning style and study strategies that will likely work best for them based on how they learn best.

1. Discuss the purpose of guidance lessons...
  - a. To be a better student - how to play to your strengths and address the areas you could do better with to make you more successful!
  - b. To be a better classmate - you work with partners and groups regularly. Knowing this will make you a better

2. Talk with students about how they have done in the first quarter of the school year. Raise your hand if it was a perfect 100% in every class? No? So you all could do better? Raise your hand if you have some ideas right now about how to improve? Here's a way to do that!!

In a survey that was completed during our small group introductions at the start of the school year, more than 90% of you indicated that you were not familiar with your preferred learning style.

1. What is a learning style? - The way that you learn best.
  - a. Most of us learn best by seeing, hearing, or doing.
  - b. Do a short test/example of this learning process (see script). Skip for 2019 to get to get groups at end?
2. Why is it important to know your learning style?
  - a. To know how to study to remember more.
  - b. To know what questions to ask when you need help.
  - c. To know what areas of weakness require more effort.

Now, let's do an assessment to help you learn more about yourself. This assessment does not have any right or wrong answers so please take your time and answer the questions that best describe you.

See attached for procedure - Google Classroom, etc.

When finished, group students together based on their results (Auditory in one, Visual in one and Tactile in one). Have them choose a spokesperson who will share what you've learned.

Have groups share out if time.

Close: If you would like to have a list of the possible study strategies that came from your assessment, feel free to take one of these packets - it shows the same thing you got on your submission form.

So what does all of this show?

- It will help you be more successful as a student by understanding how you learn best, and what specific things you can do when you are in class, when you are talking to your teachers and classmates, when you are doing your homework and when you are studying.

<b>Granby Memorial High School</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	
<b>Grade 12</b>			
September/October: Freshmen Introductions in the School Counseling Office	September PSAT Info in Advisory	September: PSAT Info in Advisory	First Semester: On-going, Individual post-secondary planning meetings (A,C)
October: 9 Lesson-Naviance refresher, Getting Involved in School, 9th grade Transition Survey, Transcript 101 (Career, Academic), Accessing your School Counselor (A, P/S)	October: College /Career Fair with guided questions (C) February: Wellness 10 Lesson Naviance "Do What You Are" (Career Inventory) and Career Interest Profiler (Interest Inventory) Resume function-2 lessons (C)	October: College /Career Fair with guided questions (C) December: US History--PSAT 11 score reports and linking with Khan Academy (A/C)	September: Senior College Planning: A.M. PLC or Evening Program (A,C) October: College/Career Fair with guided questions (A,C)
January: Course Registration Principal's Chat (A)	January: Course Registration Principal's Chat (A)	January: Planning-College Search PLC, evening program (A/C)	October: Optional College Essay Lesson in English
Feb/March Individual course registration meeting (A)	February/March Individual Course Registration meeting (A)	January: Course Registration Principal's Chat (A)	October: Financial Aid Evening Presentation
	March: SOS-Signs of Suicide Lesson in Wellness 10 (P/S) World Civilization-PSAT School reporting and link to Khan Academy (A)	February/March Individual Course Registration meeting (A) Individual Junior Planning Meeting (April, May) (A/C)	April: Advisory Lesson SOS Transition Lesson (Social Emotional) *New lesson 19/20 (P/S)
A=Academic			
C=Career			
P/S=Personal/Social			



Granby Public Schools  
Comprehensive School Counseling Program

Grade 9            Title of Lesson: Freshman Transition  
                         Target Month of Delivery: October/November (Wellness)

Academic          X   Career/Vocational          X   Personal/Social: \_\_\_\_\_

Student Competencies Addressed:  
Students will:

- Learn what a transcript is, the purpose of a transcript, and what it is used for
- Understand how final grades are calculated using each marking period and mid-term and final exams
- Understand the long- and short-term effects of good vs. bad grades in any one given marking period
- Understand both graduation credit and course requirements, as well as knowledge of Graduation Performance Standards
- Understand how to access school counselor, resources in counseling department
- Discuss and understand getting involved in high school and intro to the resume

Lesson Plans:

- Distribute mock transcript and explain all of the information on the transcript
- Review grade calculations and final averages using different scenarios of passing or failing marking periods or exams
- Distribute copies of graduation credit requirements, graduation course requirements, and Graduation Performance Standards to each student
- Explain the requirements for graduation, as well as delineating what can occur if a requirement is not met, or a course is not passed
- Distribute handout re: support available at high school

Materials Needed:

- Mock transcript
- Program of Studies guide, or handouts of credit and course requirements and Graduation Performance Standards
- Resources handout
- Survey

Evaluation Method:

- Student will describe how final grades are calculated, the nature of what appears on a transcript, and what the transcript is used for
- Student will describe the implications of good and/or poor marking period or exam grades, and understand the long-term effects of academic diligence
- Students will understand graduation requirements
- Students will know who their counselor is, how to access their counselor, services provided in our department

## **Grade 10 Wellness Lesson – Signs of Suicide (SOS)**

**Learning Target:** I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

**Lesson timeframe:** Spring, during Wellness (looking to tie in with a relevant lesson)

**Length of lesson:** one hour (part of the double period)

**Learning Target:** I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

### **Lesson Format:**

1. Pretest (in SOS booklet)
2. Show SOS video
3. Post-test
4. Facilitate discussion with guiding questions
5. Pass out exit tickets and other materials (i.e. preventsuicidect.org brochures)

### **Guiding Questions:**

1. Using the post test, what question(s) did you get wrong that surprised you?
2. Where would you go if you were concerned about suicide of a friend or for yourself: At school? Outside of the building? (parent, clergy, coach), in your family?
3. Which of the scenarios seemed the most realistic or impactful to you? Which were not?
4. What are the signs when someone is in trouble or at risk?
5. How do you know when to break the confidence of a friend to tell a trusted adult?
6. In the video, the counselor says that a friend won't be mad if you tell. Is this true? How do you think this would/could play out?

Granby Public Schools  
Comprehensive School Counseling Program

Grade 10    Title of Lesson: Naviance/Career/Goal Setting  
Target month of Delivery: February (Wellness 10)

Academic \_\_\_\_\_ Career/Vocational   X   Personal/Social   X  

Student Competencies Addressed:  
Students Will:

- Complete the Do What You Are career inventory on Naviance
- Learn valuable information about their personal strengths
- Complete the Career Interest Profiler (Naviance)
- Begin to research various careers

Lesson Plans:

- Students will use the Career Planning section of Naviance to complete the Do What You Are career inventory
- Discussion of what the results mean (description of how the Myers-Briggs indicator works)
- Students will complete the Career Interest Profiler
- Students will compare/contrast results of both inventories
- Students will discuss how to begin to learn more about different career fields (i.e. shadowing, mentoring, internships, school-to-career, summer opportunities) based on skills, inventory results, and interests

Materials Needed:

- Chromebooks
- Naviance – Do What You Are and Career Interest Profiler

Evaluation Method:

- Counselors will have access to students' survey results in Naviance
- Students will complete an exit survey

## **Grade 12 Advisory Lesson – Signs of Suicide**

**Learning Target:** (Previous Grades) I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

(Grade 12) I will identify support structures available as is relates to my post-secondary plans: support on a college campus, support in a work setting, support in the military, seeking adult, community-based supports.

**Lesson Timeframe:** Spring of senior year

**Length of lesson:** Advisory period (approximately 30 minutes); spread out over two weeks so that the groups can be smaller (7 support staff each take one Advisory group per week).

### **Lesson Format:**

1. Show SOS video for Next Steps
2. Small group discussion using guiding questions

### **Guiding Questions:**

1. As seniors, what are your stressors in particular (graduation status, moving away from home, going into the military, being unsure of your future, what will college be like, how will my relationships with friends/family change, etc.)?
2. What are some of the big life changes coming up?
3. Where would you seek help once you are out of high school?
  - a. Who would you see on a college campus? (campus counseling services, resident advisor in dorm)
  - b. Who would you seek out if you're at work? (EAP, physician)
  - c. Who could you talk to if you are at home? (friends, parents, 211, clergy, physician, can always come back here)
  - d. Who would help you if you were in the military? (clergy,
4. What are some of the fears/misconceptions about receiving mental health treatment?
5. What were some of the constructive ways people in the video combatted depression and anxiety?

Based on the video and the SOS program I feel.....

\_\_\_\_\_ I need to talk to someone

\_\_\_\_\_ I do NOT need to talk to someone

**ABOUT MYSELF OR A FRIEND**

Name\_\_\_\_\_

Grade\_\_\_\_\_

If you wish to speak with someone, you will be contacted during school within 24 hours.

If you wish to speak with someone else, please approach guidance staff immediately.

Based on the video and the SOS program I feel.....

\_\_\_\_\_ I need to talk to someone

\_\_\_\_\_ I do NOT need to talk to someone

**ABOUT MYSELF OR A FRIEND**

Name\_\_\_\_\_

Grade\_\_\_\_\_

If you wish to speak with someone, you will be contacted during school within 24 hours.

If you wish to speak with someone else, please approach guidance staff immediately.