

EXAMPLE - Our school counseling plan

School counseling program plan

November 2026 - June 2027 | Grades 3-5 | 8 monthly lessons

School: Maple Grove Elementary School (fictional)

Prepared by: Jordan Miller, school counselor (fictional)

01 Focus areas and goals

Feelings and coping, Friendship and conflict, Learning habits

This is a filled-in example, not a report of lessons already taught. All names and questionnaire totals are fictional.

From November through June, I will teach one 30-minute classroom lesson each month in grades 3-5. Students will practice calming down, working through friendship problems, and getting started with schoolwork. Each lesson will include a practice activity, a worksheet, and a short message families can use at home.

These are plans for what students will practice. They do not show that lessons have happened or that students have made progress yet.

02 Student needs at a glance

60 students answered the questionnaire without names. These are the totals for each choice. Students could choose more than one area, so percentages may add up to more than 100%.



These answers come from the students who filled in the questionnaire, not necessarily the whole school. Suggested topics rotate through up to three areas students chose most. If totals are tied, the questionnaire order is used. The counselor can change the plan. This questionnaire helps with planning; it cannot diagnose a condition or decide which students need services.

03 How we will check progress

At the end of each lesson, students will show one skill or answer one quick question. I will note class-wide patterns, such as which skills need more practice, without adding student names to this report. In March and June, I will ask teachers which strategies students are using and review the results with the principal. In June, I will repeat the anonymous questionnaire and use the totals to plan next year. These are planned checks, not results already collected.

04 Monthly classroom schedule

Each month shows the learning goal and any lesson, worksheet, family message, and learning check the counselor has planned.

MONTH / STATUS	TOPIC AND MONTHLY PLAN
November 2026 30 min Planned	Big feelings, useful tools Learning goal: Name a feeling or body clue and choose a calming tool for a school situation. 42 of 60 students (70%) asked for help with feelings and calming down. Classroom lesson: Big feelings, useful tools: Start with a 5-minute discussion of how worry and frustration can feel in the body. Model slow breathing and a short stretch for 8 minutes. In pairs, students spend 12 minutes choosing a calming tool for everyday school situations. Finish with 5 minutes of individual practice. Student worksheet: My calm-down choices: Students draw or name one body clue, choose two calming tools, and finish the sentence, "When I notice __, I can try __." Use an imaginary situation so students do not need to share private experiences. Family communication: This month we are practicing two ways to calm down: slow breathing and a short stretch. Try one together during a calm moment. Ask, "Which tool might help when homework or a game feels frustrating?" Children can always ask a trusted adult for support. Check learning: Ask students to show one calming tool and name a situation where it could help. Note which tools the class may need to practice again.
December 2026 30 min Planned	Friendship through small choices Learning goal: Practice taking turns, listening to someone else, and using kind words to solve a disagreement. 36 of 60 students (60%) asked for help with friendships and disagreements. Classroom lesson: Friendship through small choices: Use 5 minutes to discuss welcoming behavior. Model inviting someone into a game for 8 minutes. During 12 minutes of partner role-play, students practice including a classmate and responding kindly when someone says no. Close with a 5-minute reflection on one choice to try. Student worksheet: Small choices, strong friendships: Read three fictional playground situations. Students circle a welcoming response and write or draw one sentence they could use to invite someone to join. Offer picture choices for students who prefer not to write. Family communication: This month our classes are practicing welcoming words, including "Would you like to join us?" and "Maybe another time." At home, talk about one small way to include someone while respecting their choices. Small acts of kindness help friendships grow. Check learning: Have each student choose a situation and give a welcoming response. Ask teachers to notice whether the class needs more practice inviting others to join.

MONTH / STATUS	TOPIC AND MONTHLY PLAN
January 2027 30 min Planned	Small steps toward learning goals Learning goal: Choose one school routine, break a task into small steps, and practice asking for help. 30 of 60 students (50%) asked for help with schoolwork routines. Classroom lesson: Small steps toward learning goals: Spend 5 minutes naming tasks that can feel big. Model breaking a pretend assignment into three small steps for 8 minutes. Students use 12 minutes to plan the first steps of an everyday task and practice asking for help. Use the last 5 minutes to share a starting step. Student worksheet: My first three steps: Students choose a school task, draw or write three manageable steps, identify what they need, and name one trusted adult they can ask for help. The final box says, "My first step will be ____." Family communication: We are learning to make a big task feel smaller. Choose a simple routine, such as packing a backpack, and plan the first three steps together. Praise getting started and trying a useful strategy rather than finishing perfectly. Check learning: Review whether students can name a small first step and a person who can help. Follow up with teachers about whether the steps are practical in class.
February 2027 30 min Planned	Pause, reset, try again Learning goal: Name a feeling or body clue and choose a calming tool for a school situation. 42 of 60 students (70%) asked for help with feelings and calming down. Classroom lesson: Pause, reset, try again: Begin with a 5-minute fictional story about making a mistake. Teach pause, breathe, and choose a next step for 8 minutes. Students spend 12 minutes practicing the steps with safe, everyday classroom scenarios. End with 5 minutes of quiet rehearsal. Student worksheet: My reset plan: Students match a frustrating situation to a helpful next step, then complete a three-box plan: pause, calm my body, and try one action. Include an option to ask a trusted adult for help. Family communication: Our class is practicing "Pause, reset, try again." After a small mistake, model a breath and one helpful next step. Practice when everyone feels calm. Children do not have to manage difficult feelings alone; asking a trusted adult for help is part of the plan. Check learning: Ask students to put the three reset steps in order and show one possible next action. Review which step needs more class practice.

MONTH / STATUS	TOPIC AND MONTHLY PLAN
March 2027 30 min Planned	Listening and respectful words Learning goal: Practice taking turns, listening to someone else, and using kind words to solve a disagreement. 36 of 60 students (60%) asked for help with friendships and disagreements. Classroom lesson: Listening and respectful words: Use 5 minutes to compare listening and interrupting in a fictional conversation. Model taking turns and repeating the main idea for 8 minutes. Partners spend 12 minutes listening to a neutral topic and practicing "I heard you say ____." Finish with a 5-minute class recap. Student worksheet: Listen, understand, respond: Students read two short conversations, identify a listening choice, and write a respectful reply. Provide sentence starters and a drawing option. Students may work with fictional characters rather than discussing a real conflict. Family communication: This month we are practicing listening and taking turns. Try a two-minute listening game: one person describes a favorite activity and the other repeats one detail. Switch roles. Ask what made it easier to feel heard. Check learning: Listen to a brief partner exchange and check whether students can take turns and repeat one main idea. Review class-wide patterns with teachers at the March check-in.
April 2027 30 min Planned	Getting started and staying organized Learning goal: Choose one school routine, break a task into small steps, and practice asking for help. 30 of 60 students (50%) asked for help with schoolwork routines. Classroom lesson: Getting started and staying organized: Begin with a 5-minute discussion of what makes a school task easier to start. Model a simple ready, choose, begin routine for 8 minutes. Students spend 12 minutes organizing a pretend work space and using a short checklist. Close with 5 minutes to choose one routine to try. Student worksheet: Ready to begin: Students build a three-item checklist, choose where materials will go, and circle a helpful action if they get stuck. Use a sample assignment rather than collecting details about a student's grades or difficulties. Family communication: We are using a simple checklist to get ready and begin schoolwork. Choose one small routine to try at home, such as setting out materials before homework. Ask whether the routine helps, and change it together if it does not. Check learning: Ask students to demonstrate getting ready for a pretend task using their checklist. Ask teachers which checklist steps are useful during normal class routines.

MONTH / STATUS	TOPIC AND MONTHLY PLAN
May 2027 30 min Planned	My tools for challenging days Learning goal: Name a feeling or body clue and choose a calming tool for a school situation. 42 of 60 students (70%) asked for help with feelings and calming down. Classroom lesson: My tools for challenging days: Spend 5 minutes reviewing tools from earlier lessons. Model how different tools can fit different situations for 8 minutes. In 12 minutes of small practice stations, students try breathing, helpful self-talk, and asking for support. Finish with 5 minutes to choose a personal tool menu. Student worksheet: My school-day tool menu: Students choose three tools, match each to a fictional situation, and identify a trusted adult they can approach. Add the reminder, "If one tool does not help, I can try another or ask for support." Family communication: Our class is reviewing breathing, helpful self-talk, and asking for support. Ask your child which tool they would like to practice together. If one tool does not help, they can try another or ask a trusted adult. Asking for help is a skill, too. Check learning: Give students a fictional school-day challenge and ask them to choose a tool and explain why it might fit. Note strategies to revisit before the end of the year.
June 2027 30 min Planned	Staying connected through change Learning goal: Practice listening, using respectful words, and choosing a fair next step during a disagreement or change. 36 of 60 students (60%) asked for help with friendships and disagreements. Classroom lesson: Staying connected through change: Use 5 minutes to discuss ordinary changes such as a new class or summer routines. Model respectful ways to handle a disagreement for 8 minutes. Partners spend 12 minutes practicing listening, naming the problem, and suggesting a fair next step. End with 5 minutes to name a friendship skill to keep practicing. Student worksheet: Friendship skills for what comes next: Students respond to a fictional disagreement, write a respectful sentence, and choose a fair next step. A final reflection asks which friendship skill they want to take into next year. Family communication: We are practicing three steps for a disagreement: listen, name the problem, and suggest a fair next step. Try a fictional example together, such as taking turns with a game. Encourage calm words, and remind your child to ask a trusted adult when a problem feels too big. Check learning: Ask students to show the disagreement steps with a partner. Repeat the anonymous needs questionnaire, compare class totals with the starting totals, and discuss next year's priorities with the principal.

*The counselor marked this lesson as taught. This does not, by itself, show what students learned.

Counselor review: Notice who joins in, ask students to show a skill or answer a quick question, and repeat the class questionnaire later when useful. Change the plan as needs change. Review each student's situation before offering a small group; class totals alone do not decide who needs extra support.

Your private monthly notes and links to saved resources are not included in this report.