

Small Group Counseling Title/Theme: New Student Group Activities

Grade Level: 6-12

Small Group Counseling Description: These group activities may be offered at the beginning of the year or periodically throughout the year to help students transition to a new school. The Professional School Counselor will obtain necessary consent from parents for this group opportunity.

Number of Sessions in Group: Introduction + 4 Activities

Activity Titles/Materials

Introduction: Establishing Small Group Norms - Establishing norms is important to the group process. This introduction should be used prior to Activity #1.

Materials needed:

Chart Paper

Markers

[Small Group Counseling Guidelines Poster \(Document 18\)](#)

Activity # 1: New Student Mixer

Materials Needed:

Student Leaders (e.g. Ambassadors, Student Council, Peer Mentors)

Name tags

Music

[People Scavenger Hunt](#)

[School Information](#)

[New Student Survey](#)

Refreshments

Optional: Door prizes

Activity # 2: New Student Lunch

Materials Needed:

[New Student Lunch Pass](#)

Classroom

Dessert (optional)

[New Student Lunch Group Survey](#)

Activity # 3: New Student Club

Materials Needed:

Food (Optional)

[Color Candy Ice-breaker](#) (Optional)

Candy (Optional)

[New Student Club Survey](#)

Activity # 4: New Student and Family Orientation

Materials Needed:

[New Student and Family Orientation Meeting Invitation](#)
[New Student and Family Orientation Meeting Agenda](#)
[New Student and Family Orientation Meeting Sign-In Sheet](#)
[Top Ten List to Help Your Child Be Successful In School](#)
[School Tour Sheet](#)
[New Student and Family Orientation Meeting Survey](#)
 School Map
 PowerPoint Slide Show or School Video (optional)
 Camera

Missouri Comprehensive Guidance and Counseling Concepts:

- PS. 1A. Self Concept
- PS. 1B. Balancing the Life Roles
- PS. 2B. Respect for Self and Others

American School Counselor Association (ASCA) National Standard:

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

Show-Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

Outcome Summative Assessment: acceptable evidence of student achievement

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, student sharing, etc.

Summative Assessment of Student Achievement: Completion of post activity surveys.

Results Based Data – Professional School Counselor can utilize school achievement and attendance data for participating students.

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships
 Staff may check with participants throughout the school year.

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.3.A. Quality relationships

PS.3.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper

Markers

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

INTRODUCTION Formative Assessment

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <u>Small Group Counseling Guidelines Poster (Document 18)</u>. Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <u>Small Group Counseling Guidelines Poster (Document 18)</u>, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. 	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>3. Students share ideas about what they would like to learn or achieve.</p> <p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

Small Group Counseling Title: Group Activity for New Students

Activity: New Student Mixer

Grade Level: 6-12

Estimated time: 45-50 minutes

Activity Purpose:

Introduce new students to the school building and current students and staff.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Activity #1 Materials (include activity sheets and/ or supporting resources)

Student Leaders (e.g. Ambassadors, Student Council, Peer Mentors)

Name tags

Music

[People Scavenger Hunt](#)

[School Information](#)

[New Student Survey](#)

Refreshments

Optional: Door prizes

Activity #1 Assessment

Students will complete [New Student Survey](#).

Activity #1 Description & Procedures

This activity may be offered at the beginning of the year or periodically throughout the year to help students transition to a new school. The Professional School Counselor (PSC) will train Student Leaders (e.g. Ambassadors, Student Council, Peer Mentors) to present the activity to new students. Possible activity times are before school, during lunch, or after school depending on what works best.

1. Have music playing while students enter the room.
2. Give name tags to students as they enter the room.
3. Have students complete the [People Scavenger Hunt](#) (or other icebreaker activities).
4. Student leaders will present [School Information](#). Student leaders encourage new students to participate in an extracurricular activity.
5. Students complete [New Student Survey](#). (To be completed several weeks after initial enrollment.)
6. Optional - Draw new students' names for attendance prizes.

Closure/Summary: Have students socialize and eat the provided food.

Activity assignment: Suggest students find a club or school activity to participate in.

Activity #1 Follow-Up Activities (Optional)

Professional School Counselor (PSC) will assist new students with making a connection with desired extracurricular activity. Example: Tell soccer coach of interest in going out for the team. PSC will make an informal contact with the student. Example: PSC sees the student in the hallway and asks if she or he has talked to the soccer coach.

Activity #1 Counselor reflection notes (completed after the activity)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this activity?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the activity work?

People Scavenger Hunt

Instructions: Find someone who matches each description and have he/she sign his/her name.

Likes to read _____

Favorite color is blue _____

Loves pizza _____

Moved from another state _____

Likes to sing _____

Plays sports _____

Wears contacts/glasses _____

Has a sister/or brother _____

Went on a summer vacation _____

Text messages at least once daily _____

Has a job _____

Drives _____

Plays a musical instrument _____

Takes a foreign language _____

Been involved in community service activities _____

School Information

This is a list of potential information you could make available for students:

- List of Clubs
- School Map
- Bus Schedule
- Lunch Schedule & Routine
- School Handbook
- School Web Site
- Tutoring Schedule
- District Contact Information
- School Parking Lot
- School ID Information
- Media Forms
- Parent Teacher Conferences
- School Calendar
- Gifted & Talented Program
- School Nurse
- Library
- Secretary's Office
- Principal Office
- Extra Curricular Activities
- Sports
- Guidance & Counseling Services
- Social Media Policies
- Anti-Bullying Policies

New Student Survey

Instructions: Circle Yes or No to show your agreement with the statement.

I feel comfortable at the school.	Yes	No
I feel academically successful.	Yes	No
I am participating in extra-curricular activities.	Yes	No
I have made new friends.	Yes	No
I have someone to eat with during lunch.	Yes	No
I feel safe at this school.	Yes	No
I know where to get help when I have a problem at school.	Yes	No
If I have difficulty understanding my schoolwork, I know how to get help.	Yes	No
I can do my schoolwork successfully.	Yes	No
I believe my teachers are helpful.	Yes	No

Group Activity for New Students

Activity: New Student Lunch

Grade Level: 6-12

Estimated time: 20-30 minutes

Activity Purpose: To meet other new students in the building and provide time to ask questions.

Missouri Comprehensive Guidance Standard:

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Activity 2 Materials (include activity sheets and/ or supporting resources)

[New Student Lunch Pass](#)

Classroom

Dessert (optional)

[New Student Lunch Group Survey](#)

Activity 2 Assessment

Completion of the [New Student Lunch Group Survey](#).

Activity 2 Description & Procedures

Professional School Counselor (PSC) invites new students to eat lunch with the counselor during the student’s lunch shift once a week for the first four weeks of school. PSC distributes the [New Student Lunch Pass](#) to the students and emails the teachers a list of students invited to the lunch before each lunch meeting.

The student shows the teacher the pass to leave class three minutes early. The student gets lunch and takes it to the designated meeting place on the pass.

At the first meeting, the PSC asks students to introduce themselves and tell from where they moved. If time permits, the PSC can discuss events and/or activities that are going on in the building throughout the week. Ideas for the next three lunch meetings can include, but are not

limited to, inviting guest student or faculty speakers to talk about co-curricular activities, academics, sports, and community involvement. At the final lunch meeting, the PSC will distribute the [New Student Lunch Group Survey](#) for students to complete.

Closure/Summary: At the end of each lunch meeting, the PSC treats the students to dessert or a healthy treat.

Activity assignment: Each week the counselor encourages the new students to share the information they learned with their parent or guardian.

Activity 2 Follow-Up Activities (Optional)

A follow-up activity may be to have the new students meet for lunch again at the end of each quarter or semester.

Activity 2 Counselor reflection notes (completed after the activity)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this activity?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the activity work?

New Student Lunch Pass

 (insert today’s date here)

Dear: _____

Counselors will be meeting with students who are new to (your school name here) . We look forward to an opportunity to get to know you better and for you to meet others who are new to our school as well. We will see you **today during your lunch time!**

This “Get Out of Class Pass” will request your teacher to allow you to leave 3 minutes early to arrive before the crowds, get your lunch, and meet us in room _____. We will bring dessert!

Remember, join us during your lunch time **TODAY** in room _____, and bring your lunch!

See you there!

(List Counselors’ Names)

New Student Lunch Pass

 (insert today’s date here)

Dear: _____

Counselors will be meeting with students who are new to (your school name here) . We look forward to an opportunity to get to know you better and for you to meet others who are new to our school as well. We will see you **today during your lunch time!**

This “Get Out of Class Pass” will request your teacher to allow you to leave 3 minutes early to arrive before the crowds, get your lunch, and meet us in room _____. We will bring dessert!

Remember, join us during your lunch time **TODAY** in room _____, and bring your lunch!

See you there!

(List Counselors’ Names)

New Student Lunch Group Survey

Statement	Yes	No	Comment
The new student lunch meetings helped me transition into the new school.			
I would encourage a future new student to attend the new student lunch meetings.			
Comment on what you found most beneficial at the new student lunch meetings.			
Comment on what you would change about the new student lunch meetings if you could.			
Comment on what resources and/or guidelines new students need to successfully transition into school.			

Group Activity for New Students

Activity: New Student Club

Grade Level: 6-12 **Estimated time:** 2 full days and 20-30 minute monthly meetings

Activity Purpose: New students are oriented to the building through a variety of activities.

Missouri Comprehensive Guidance Standard:

- PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
- PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

- PS.1.A. Self Concept
- PS.1.B. Balancing life roles
- PS.2.B. Respect for self and others

American School Counselor Association National Standard (ASCA):

Personal/Social Development
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Activity 2 Materials (include activity sheets and/ or supporting resources)

- Food (Optional)
- [Color Candy Ice-breaker](#) (Optional)
- Candy (Optional)
- [New Student Club Survey](#)

Activity 2 Assessment

Complete the [New Student Club Survey](#) at the last monthly meeting.

Activity #1 Description & Procedures

Professional School Counselor (PSC) trains students to serve as hosts for new students. Hosts are both male and female who volunteer to assist new students as they become familiar with the environment of a new school.

The New Student Club meets monthly for social activities including going out for pizza and playing ice-breaker games ([Color Candy Ice-breaker](#)). Since the club attracts a wide-variety of students, the PSC uses judgment in determining whether any given student should be allowed to mentor new students or simply attend the monthly meetings.

As new students are enrolled and course selection is in progress, they are linked with their host student on their first official day of enrollment. The process for Day 1 is as follows:

1. Host student and new student meet in the counseling office before school begins.
2. The host student (matched by grade level and gender) brings the new student to the host classes for the day. The new student is introduced to the host student's friends and teachers and begins to be exposed to the school environment, curriculum, and procedural mechanisms (e.g., going to his/her locker, lunch room, bathroom, etc.). The new student can ask questions throughout the day.
3. At the close of the day, the host and new student return to the counseling office (15 min. prior to school ending) to review the day with the counselor and clarify questions and concerns.

The Day 2 procedure is as follows:

1. Host and new student meet in the counseling office before school begins.
2. Host student escorts the new student to the new student's 1st period class, then proceeds to his/her own classroom. At the end of 1st period, the host meets the new student outside the new student's classroom and escorts him/her to the new student's 2nd period class (then proceeds to his/her own 2nd period class). This process continues throughout the day.
3. At the close of Day 2, the host and new student again return to the counseling office for another meeting with the Professional School Counselor to ensure that all questions have been answered and that the new student is ready to proceed the following day without support of the host.

On Day 3, the new student proceeds to his/her classes independently.

Activity assignment: Each month the counselor encourages the new students to share the information they learned with parents or guardians.

Activity # 3 Follow-Up Activities (Optional)

PSC follows up with the new students and hosts at the monthly New Student Club meetings. PSC periodically calls the new student's parent or guardian to discuss progress and address questions or concerns they may have.

Activity 3 Counselor reflection notes (completed after the activity)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this activity?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the activity work?

Color Candy Ice-breaker



Professional School Counselor (PSC) informs the students that they are going to be receiving some candy but that they cannot eat it until they are instructed. PSC distributes 5 pieces of candy to each student. PSC then states that the students will be sharing information about themselves based on the color of candy they received. PSC goes through the candy guide with the students.

Yellow/white	share something that they are good at doing
Pink/red	share something that makes them mad
Green	share something that they love to do
Blue	share something that makes them sad
Orange	share something about their family

Each student picks one of his/her pieces of candy and shares something about himself/herself based on the color chosen. Each group member shares one bit of information. This is repeated until all students in the group have shared 5 things about themselves with the group.

By sharing information, group members get to know each other better. They also realize some of the differences and similarities that they have with other group members.

Share one thing you've learned about someone you've met today with your classroom teacher or parent.

New Student Club Survey

Statement	Yes	No	Comment
The New Student Club helped me transition into the new school.			
I would encourage a future new student to attend the New Student Club.			
Comment on what you found most beneficial about the New Student Club.			
Comment on what you would change about the New Student Club if you could.			
Comment on what resources and/or guidelines new students need to successfully transition into school.			

Family Group Activity for New Students

Activity: New Student and Family Orientation Meeting

Grade Level: Adapt to level 6-12

Estimated time: 30 minutes

Activity Purpose: This activity assists in welcoming students and families to a new school. This will help them to learn more about the school and their community.

Missouri Comprehensive Guidance Standard:

- PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
- PS.2 Interacting With Others in Ways That Respect Individual and Group Differences
- PS.3 Applying personal safety skills and coping strategies.

Missouri Comprehensive Guidance Concept(s):

- PS.1.A. Self Concept
- PS.1.B. Balancing life roles
- PS.2.B. Respect for self and others
- PS.3.C Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Activity 4 Materials (include activity sheets and/ or supporting resources)

- [*New Student and Family Orientation Meeting Invitation*](#)
- [*New Student and Family Orientation Meeting Agenda*](#)
- [*New Student and Family Orientation Meeting Sign-In Sheet*](#)
- [*Top Ten List to Help Your Student Be Successful In School*](#)
- [*School Tour Checklist*](#)
- [*New Student and Family Orientation Meeting Survey*](#)
- School Map
- PowerPoint Slide Show or School Video (optional)
- Camera

Activity 4 Assessment

Complete [*New Student and Family Orientation Meeting Survey*](#)

Activity 4 Description & Procedures

This activity assists students and families in learning and adjusting to a new school. Follow the steps below to organize this activity.

1. The school's office staff sends a [New Student and Family Orientation Meeting Invitation](#) to the families before the orientation meeting. This meeting can be set up in conjunction with an open house night or meet the teacher night, if appropriate.
2. In preparation for the orientation meeting:
 - a. The counselor or school staff may want to take pictures of the school and staff and prepare a PowerPoint Slide Show or video so new students and families can learn about the school.
 - b. Copy the [Top Ten List to Help Your Student Be Successful In School](#), [School Tour Checklist](#), [New Student and Family Orientation Meeting Sign-In Sheet](#), and school map.
3. Refer to the [New Student and Family Orientation Meeting Agenda](#) for details.

Closure/Summary: The counselor will address any questions or concerns the student and family may have. The counselor will ask students and families to complete the [New Student and Family Orientation Meeting Survey](#) after the meeting.

Activity assignment: Student and family will take a tour of the school.

Activity 4 Follow-Up Activities (Optional)

The counselor will follow up with the students informally in the morning before school starts once a week for four weeks.

Activity 4 Reflection notes (completed after the activity)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this activity?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the activity work?

NEW STUDENT AND FAMILY ORIENTATION MEETING INVITATION

Date

Dear New Student & Family,

Please join us on (date) at (time) for the New Student and Family Orientation Meeting. This is an opportunity for the entire family to learn more about _____ School. You will meet the school faculty and staff, learn about special events held throughout the year, make new friends, and become more familiar with the school building.

Sincerely,

Professional School Counselor



NEW STUDENT ORIENTATION MEETING AGENDA

- I. Welcome and Introductions
 - Families - Where from? Who came the farthest?
 - Transfers from other district buildings
 - Recognition of parent association - school mascot, assemblies, parent association meetings
 - Current enrollment
 - Review school rules
 - Review school expectations
 - Discuss school support system
 - Stress parent communication - Review [Top Ten List to Help Your Student Be Successful In School](#)

- II. Counseling Program Overview - Counselor will let student know that he or she will meet with the student informally in the morning once a week for four weeks. Counselor can put these dates and times on the [School Tour Checklist](#).

- III. Review [School Tour Checklist](#) – Your school may decide to use the checklist as a self-guided tour or assign tour guides.

- IV. Procedures for Meeting

Two categories of New Families

 - [Transfers](#) – You may or may not have already updated paperwork. If not, please go to the registration table. If you received paperwork from the office and already filled it out, you may turn it in here. Make sure your emergency contact information is updated. Then proceed with the school tour.
 - Families that are new to the school and have recently enrolled: Upon enrollment, you filled out all of the necessary paper work and we should have this. Make sure your emergency contact information is updated. Then proceed with the school tour.
 - Please stop by the parent association table before you leave. You can purchase spirit wear, sign up to volunteer, etc.

- V. Address Questions - The counselor will ask students and families to complete the [New Student and Family Orientation Meeting Survey](#) after the meeting.

NEW STUDENT AND FAMILY ORIENTATION MEETING SIGN-IN SHEET

Name of New Student	Parent's Name	Grade Level	Phone #	From what city and state did you move?



TOP TEN LIST TO HELP YOUR STUDENT BE SUCCESSFUL IN SCHOOL

1. Make sure your student gets a good night's sleep each school night.
2. Make sure your student eats a healthy breakfast and brings a healthy snack to school.
3. Make sure your student has all school supplies and is prepared each day before starting school.
4. Bring your student to the school and take a tour of the building.
5. Introduce yourself and get to know your student's teacher.
6. Have a good attitude about your student's school and teacher. Generally if you have a good attitude about the school and teacher, your student will have a good attitude. If you have a concern, set up a time to conference with your student's teacher.
7. If your student has special needs, set up a time to contact the teacher to share any important information.
8. Attend special events at your student's school. This helps them to become a part of the new school. Also, they see you taking an interest in their school and helps them understand the importance of school.
9. Get to know your student's friends at the new school. Encourage your student to invite friends over for a weekend activity.
10. If you have any concerns, feel free to contact (phone number):
 - _____, Principal
 - _____, Assistant Principal
 - _____, Professional School Counselor



SCHOOL TOUR CHECKLIST



Start the tour in the following areas:

- Commons
- Gym
- Music & Art Rooms
- Cafeteria
- Health Room/Clinic/Office
- Secretary's Office Area
- Principal's Office
- Assistant Principal's Office
- Professional School Counselor's Office
- Media Center
- Computer Lab
- Resource Rooms

New Students have the opportunity to meet together with the counselor on the following days and times:

Date #1 _____

Date #2 _____

Date #3 _____

Date #4 _____

NEW STUDENT AND FAMILY ORIENTATION MEETING SURVEY

Statement	Yes	No	Comment
The New Student and Family Orientation Meeting helped me transition into the new school.			
I would encourage a future new student to attend the New Student and Family Orientation Meeting.			
Comment on what you found most beneficial at the New Student and Family Orientation Meeting.			
Comment on what you would change about the New Student and Family Orientation Meeting if you could.			
Comment on what resources and/or guidelines new students need to successfully transition into school.			