

# CONNETQUOT CENTRAL SCHOOL DISTRICT



## CONNETQUOT HIGH SCHOOL 9-12 GUIDANCE PLAN

## Table of Contents

<b>Introduction .....</b>	<b>4</b>
<b>Commissioner’s Regulations 100.2.....</b>	<b>4</b>
<b>ASCA Mindset and Behavior Standards .....</b>	<b>8</b>
<b>Learning Standards for Career Development and Occupational Studies.....</b>	<b>9</b>
<b>Counseling Department Mission Statement, Vision Statement and Goals.....</b>	<b>10</b>
<b>Overview of Document Design .....</b>	<b>11</b>
<b>Grades 9-12.....</b>	<b>12</b>
Annual Review .....	13
Instruction, Grade 9.....	14
Instruction, Grade 10.....	15
Instruction, Grade 11.....	16
Instruction, Grade 12.....	17
Curriculum .....	18
Student Records .....	20
Attendance Problems.....	21
Academic Problems .....	22
Behavioral or Adjustment Problems .....	24
Parental Involvement .....	25

# CONNETQUOT HIGH SCHOOL

## GRADES 9 – 12

The following information represents a guideline of the Connetquot High School Guidance Plan for grades 9-12 in the Connetquot School District.

The format follows the suggested outline for implementing the Commissioner's Regulation 100.2 (iii), as communicated by the New York State Education Department, Division of Student Development and Family Support Services. The National Standards for School Counseling Programs are also referenced throughout this plan.

## **Introduction**

One of the primary goals of the Connetquot School District is:

**To prepare all students to succeed responsibly in post-secondary education and/or the workplace.**

To achieve its goal, the District is committed to ongoing efforts aimed at setting and maintaining high expectations for all students and building the capacity for all students to succeed. This is done within a systemic K-12 framework which acknowledges the academic, physical, and social development of pupils in distinct stages over time and the satisfaction of local, state, and national learning standards.

Of critical importance to the District's comprehensive effort is the role of its counseling and related services components for students, parents, and teachers. The explanation and coordination of these responsibilities K-12, are articulated in this School Counseling Plan. It is intended to assist educational stakeholders in assuring the academic and social success of all pupils.

## **Commissioner's Regulations 100.2**

**Guidance programs and comprehensive developmental school counseling/guidance programs.**

- 1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.**

Public Schools. Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision

of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) The services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

**(ii) Nonpublic schools.**

Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each

student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) School counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) Indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

# ASCA Mindset & Behavior Standards

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

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

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



# **Learning Standards for Career Development and Occupational Studies**

## **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

## **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

## **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

## **Standard 3b: Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Counseling Department Mission Statement**

The mission of the Connetquot Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the Connetquot school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

## **Counseling Department Vision Statement**

It is the vision that students graduating from Connetquot High School will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

## **Counseling Department Goals**

The Connetquot School District counseling personnel fully support the district's goal:

To prepare students to succeed responsibly in post-secondary education and/or the workplace.

To do so, the Counseling Department will seek to:

- Assure school success for all students as per the outcomes of all counseling efforts
- Provide timely and effective communication with students, parents, and teachers on all matters germane to its responsibility
- Continuously educate the students and community as to the expectations of the Connetquot School District's experience including graduation requirements, assessments, and the breadth of opportunities created by school programming
- Provide and support career and college education awareness and planning at all levels
- Coordinate counseling, consulting, and related services efforts of all support components within the School District

## Overview of Document Design

The following goals show the breadth and depth of the formalized Counseling Department activities and initiatives currently being practice in the school district. It is with these goals in mind, that guidance activities are created and initiated.

- To increase **COMMUNICATION** with parents
- To promote clearer understanding of **SCHOOL ENVIRONMENT**
- To promote understanding of **EDUCATIONAL REQUIREMENTS**
- To promote **SCHOOL SUCCESS SKILLS**
- To provide **CAREER/EDUCATION** awareness and planning
- To promote **SOCIAL/PERSONAL** development
- To increase **COMMUNITY INVOLVEMENT**
- To provide **COORDINATION OF SERVICES**
- To provide **CONSULTATION SERVICES**
- To provide **COUNSELING SERVICES**

Counseling services are an essential aspect of the educational experience for all children. It is through the counseling program and relationship with their counselor that students are helped to interpret and integrate the world in which they live.

## Counseling Department Accountability System

To achieve the best results for students, Connetquot school counselors will regularly evaluate their program to determine its effectiveness. Connetquot school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through Data Analysis, Program Results, and Evaluation and Improvement.

**Data Analysis** – Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The use of data provides factual information that reinforces current practices and procedures used by school counselors and student support staff in planning and delivering learning support programs for all students.

# **Connetquot Central School District Guidance Plan Grades 9-12**

The Connetquot High School Counseling Department is dedicated to assisting students in meeting their personal, social, and academic goals, and preparing them for post-secondary college and career aspirations. This process includes informing students and parents of graduation requirements and academic programs that will allow students to enroll in a challenging and enriching academic curriculum. The Counseling Department will also assist students in their transition to the High School, as well as their transition to college, the military, or post-secondary employment.

The High School Counseling Department will succeed in these areas by providing the following services or activities:

- An annual review of each student's educational progress and career plans
- Instruction at each grade level to help students learn about various careers and career planning skills
- Individual or group counseling assistance to enable students to benefit from the curriculum
- Assistance to students who exhibit attendance, academic, behavioral, or adjustment problems
- Opportunities for parental involvement

**Program Objective:** An annual review of each student's educational progress and career plans.

**A. Target Population:** All students in grades 9-12

**B. Expected Outcome(s):**

1. Students will be able to identify their academic abilities and achievement levels.
2. Students will be able to relate their academic abilities and achievement levels to future educational and career opportunities.
3. Student will know his/her GPA, and other indicators of educational progress.

**C. Annual Assessment:**

1. Review of student performance.
2. Review of student career portfolio.
3. Teacher feedback.
4. Parent feedback.

**D. Program Description:**

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Individual conference to review students' overall academic progress and career interests. Course selections and four year planning will be discussed.	All Students	School Counselor	Transcript, course request sheets, Naviance, teacher recommendations, IPR form	January/February
2. Quarterly Progress Review	All Special Needs Students	School Counselor, YFS Coordinator, Psychologist, IST	Progress Report, Report Card	Ongoing
3. Graduation Requirements Checklist – this form will be utilized by the counselors to update and track each students' diploma requirements	All Students	School Counselors	Student Transcript, Report Card	Fall
4. Articulation meetings between 8 <sup>th</sup> grade School Counselors and High School Counselors to obtain academic, social and personal information	Incoming 9 <sup>th</sup> Grade Students	HS Principal, HS Assistant Principals, Dean of Students, Special Education Coordinator, School Counselors, HS YFS Coordinators, HS Psychologists		Fall
5. CSE/504 Annual Review Meetings – School Counselors participate in these meetings to provide feedback and progress updates to help determine the appropriateness of each student's IEP or 504 Plan, and to make recommendations for the following school year.	All Special Needs Students/504 Students	School Counselor, YFS Coordinator, Psychologist, Special Education Teacher, General Education Teacher, Nurse	Report card, transcript, testing results, course requests, IEP or 504 Plan, teacher feedback, goals for next year	CSE – Spring 504 - Every other year or as needed

**A. Program Objective:** Instruction-grade 9, to help students learn about various careers and career planning skills.

**B. Target Population:** Students in grade 9.

**C. Expected Outcome(s):**

1. Individual communication with student regarding career interests.

**D. Annual Assessment:**

1. Students will be able to better identify career interests.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Career Fair	Students in CTE Classes and Senior PE Classes	Work Based Learning Coordinator, Directors, Classroom Teachers	Career Representatives	January
2. College Fair	All Students	Director of Guidance, Outside Coordinator	College Admission Representatives, School Counselors	September
3. Naviance Career Exploration – Yearly meetings through Social Studies classes to complete a career interest inventory and research careers and college majors	All Students	School Counselors	Naviance	December

**A. Program Objective:** Instruction-grade 10, to help students learn about various careers and about career planning skills.

**B. Target Population:** Students in grade 10.

**C. Expected Outcome(s):**

1. The student will be able to describe his/her own career related interests and possible future career.
2. The student will be able to describe relationships between careers and required educational achievement levels.
3. The student will be able to identify obstacles to effective career planning such as stereotyping and discrimination on the basis of race, sex, religion, national origin, age, handicap and other possible barriers.

**D. Annual Assessment:**

1. Review of interest survey results by student, School Counselor and parent.
2. School Counselor/student annual review process.
3. School Counselor observation of students' participation in career exploration.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Naviance Career Exploration – Yearly meetings through English classes to complete the Do What You Are assessment and research careers and college majors	All Students	School Counselors	Career and college resources, transcript, Naviance (Do What You Are)	April
2. BOCES Field Trip – visit to specific vocational programs offered through Eastern Suffolk BOCES	Interested Students	School Counselors, BOCES Liaison	BOCES resources	January/February
3. College Fair	All Students	Director of Guidance, Outside Coordinator	College Admission Representatives, School Counselors	September
4. Career Fair	Students in CTE Classes and Senior PE Classes	Work Based Learning Coordinator, Directors, Classroom Teachers	Career Representatives	January

**A. Program Objective:** Instruction-grade 11, to help students learn about various careers and career planning skills.

**B. Target Population:** All students in grade 11.

**C. Expected Outcome(s):**

1. The student will review his/her career related interests.
2. The student will understand the required educational level particular to his/her personal career plans.
3. The student will develop personal plans, as well as alternatives to those plans.

**D. Annual Assessment:**

1. Review results of Career Interest Inventory.
2. Counselor observation/satisfaction of student goals.
3. Review of standardized test scores and report cards.

**E. Program Description:**

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. College Visitation Days	Interested Students	School Counselor, College Admissions Representatives	College Brochures	Ongoing
2. BOCES Vocational Program	Interested Students	BOCES Liaison School Counselor	BOCES Resources	Ongoing
3. Junior Planning Conference – individual or group meeting with students and parents to review and make post-secondary plans.	All Students	School Counselor	Career Portfolio, Standardized Test Results, Transcript, Naviance, Junior Planning Guide, Report Card, Counseling Department	March
5. ASVAB Exam	Interested Students	School Counselor		November
6. Military Advisement – provide students with information about the armed forces and connect them to military recruiters	Interested Students	School Counselor	Military Recruiters, Military Publications	Ongoing
7. College Fair	All Students	Director of Guidance, Outside Coordinator	College Admission Representatives, School Counselors	September
8. Career Fair	Students in CTE Classes and Senior PE Classes	Work Based Learning Coordinator, Directors, Classroom Teachers	Career Representatives	January



**A. Program Objective:** Instruction-grade 12, to help students learn about various careers and career planning skills.

**B. Target Population:** Students in grade 12.

**C. Expected Outcome(s):**

1. The students will develop personal career plans related to his/her career interest and achievement.
2. Students will learn about various employment opportunities.
3. Student will develop skills to succeed at the post-secondary level.

**D. Annual Assessment:**

1. Student/parent feedback.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Sources</b>	<b>Dates of Activity</b>
1. Individual Counseling- College and Career Alternatives	All Students	School Counselor	College and Career Resources, Military, Naviance, Transcript, Standardized Test Scores	Ongoing
2. BOCES Vocational Program	All Students	BOCES Liaison School Counselor	BOCES Resources	Ongoing
3. Senior Meetings – review of college selection and application process	All Students	School Counselor	Transcript, College and Career Resources, Naviance, Standardized Exam Information	September
4. ASVAB Exam	Interested Students	School Counselor		November
5. Military Advisement – provide students with information about the armed forces and connect them to military recruiters	Interested Students	School Counselor	Military Recruiters, Military Publications	Ongoing
6. College Fair	All Students	Director of Guidance, Outside Coordinator	College Admission Representatives, School Counselors	September
7. Career Fair	All Students	Eastern Suffolk BOCES Career Liaison		Spring
8. Scholarship Opportunities – Monthly scholarship bulletins will be posted on website and made available in Counseling Department	Interested Students	Counseling Department Secretary	Mailings, Website, Scholarship Reference Books, School Messenger	Ongoing
9. Local Scholarships	Interested Students	Scholarship Coordinator	Director of Guidance, Student Assembly, Parent Night, Website	January - March

**A. Program Objective:** To enable students to benefit from the curriculum.

**B. Target Population:** Students in grades 9 – 12.

**C. Expected Outcome(s):**

1. Students will be aware of requirements for a State and Local Diploma.
2. In cooperation with parents, students will plan an appropriate high school program.

**D. Annual Assessment:**

1. Parent feedback (informal and formal).
2. School Counselor review of progress reports, report cards and standardized scores.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Freshman Student Orientation	Incoming 9 <sup>th</sup> Grade Students	Principal, Assistant Principal, Director of Guidance	School Counselor, Student's Schedule, Locker Assignment, School Clubs	August
2. Individual counseling with students of concern to discuss personal, social, and academic issues that may be impacting their academic performance	Students of Concern	School Counselor, YFS Coordinator, Psychologist	Report Card, Transcript, Teacher Feedback, Parent Feedback	As Needed
3. Scheduling Orientation – classroom presentations regarding the scheduling process	Students Grades 9-11	School Counselors	Curriculum Guide	January
4. Curriculum Fair	Students Grades 9-11	Principal, Directors and Chairperson, Teachers	Curriculum Guide	January
5. Course Selection – individual scheduling meetings	Students Grades 9-11	School Counselors	Course Guide, Report Card, Transcript	January/ February
6. PSAT and Review of Results	Students Grades 10 (Algebra I/II) - 11	PSAT Coordinator, School Counselors, Classroom Teachers	College Board	October/ December
7. Testing Accommodations – assist parents and students in applying for SAT and ACT Testing Accommodations	Special Needs Students/504 Students Grades 9-12	SSD Coordinator, Counseling Department Secretary,	College Board and ACT Websites and Application Forms, SSD Portal, Testing Rooms, Psychological Testing results, School Counselor, CSE Chairperson	Ongoing

8. Cultural Arts Programs and Activities – special programs provided throughout the year for students often pertaining to social and emotional well being	All Students	Parent Members (PTA), Principal, YFS Coordinator, Psychologist	Outside Presenters	Ongoing
9. Method Test Prep Student Presentation	Grade 11 Students	Director of Guidance, Method Test Prep Representative	Librarian	November
10. College Athletic Recruiting Seminar	Grade 8-12 Students	Director of Guidance, Athletic Director	Outside Presenter	February

**A. Program Objective:** To maintain students' cumulative records.

**B. Target Population:** Students in grades 9–12.

**C. Expected Outcome(s):**

1. An accurate comprehensive confidential student file will be maintained for each student.

**D. Annual Assessment:**

1. Cumulative record for each student will be updated at the conclusion of each school year to include the latest academic and standardized testing data.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Counselors will maintain students' schedules, diploma type, career pathway, standardized testing results, interventions and supports provided regarding how each student is progressing towards graduation.	All Students	School Counselors, Counseling Department Secretaries	Cumulative folder for every student	Ongoing

**A. Program Objective:** To help students who exhibit attendance problems.

**B. Target Population:** Students in grades 9-12.

**C. Expected Outcome(s):**

1. Student's daily attendance will improve.
2. Student's incidents of tardiness will be reduced.
3. Incidents of class cutting will be reduced.

**D. Annual Assessment:**

1. Annual attendance report.
2. Cumulative attendance report.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Daily recording of attendance	All Students	Classroom Teacher, Counseling Department Secretary, YFS Secretary, Psychologist	Dean of Students, YFS Coordinators, School Counselors	Ongoing
2. Daily follow-up phone calls to home	All Students	Attendance Office	Dean of Students	Ongoing
3. Referral to Dean of Students	Identified Students	Dean of Students	Assistant Principals, Referral Form, School Counselor, YFS Coordinator, Psychologist, Classroom Teacher, IST	Ongoing
4. Home Visits	Identified Students	YFS Coordinator, School Counselor, Psychologist	Assistant Principal, Dean of Students, IST	Ongoing
5. Attendance Appeal Hearing	Identified Students	Dean of Students, Classroom Teacher	Principal, School Counselor, YFS Coordinator, Psychologist	January / June
6. Referral to Family Court, Persons in Need of Supervision (PINS), Alternative for Youth (AFY)	Identified Students	Assistant Principal, YFS Coordinator, School Counselor, Psychologist	Dean of Students, IST	Ongoing

**A. Program Objective:** To help students who exhibit academic problems.

**B. Target Population:** Students in grades 9-12.

**C. Expected Outcome(s):**

1. Students in grades 9-12 who are identified through teacher input and 4 marking period report cards will receive support services to improve academically.
2. Students receiving remedial services will improve academically through the use of these supports.

**D. Annual Assessment:**

1. Quarterly report card review and analysis grades 9-12.
2. Review of failure lists each marking period.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Report Card Review	All Students	School Counselor	Assistant Principal, IST, AIS	Quarterly
2. Progress Review	Students experiencing academic difficulties and students in remedial programs	School Counselor, Classroom Teacher	YFS Coordinator, Psychologist, IST, AIS	Ongoing
3. Extra Help and Peer Tutoring	Identified Students	Classroom Teacher, Honor Society Tutors	School Counselor, IST, AIS	Ongoing
4. Parent Conferences	Parents of Identified Students	School Counselor, Classroom Teacher	Assistant Principal, Department Director/Chair, YFS Coordinator, Psychologist, IST	As Needed
5. Academic Level Changes	Identified Students	School Counselor, Department Director/Chair, Classroom Teacher	Parent	As Needed
6. Failure list compiled, notification letter for students in danger of retention	Identified Students	School Counselor, Classroom Teacher, Director of Guidance,	Assistant Principals, Classroom Teacher, Report Cards	Quarterly
7. Summer School Information	Identified Students	Dean of Students, School Counselor, Classroom Teacher	Report Card, Summer School Bulletin, CHS Website, Director of Guidance	June
8. AIS Support Services – students are identified through Regents Exams and	Identified Students	School Counselor, Classroom Teacher	Report Card, Regents Exam Results, IST	Fall/Quarterly

teacher recommendations. Supports include AIS classes and monitoring services				
9. IST Committee Meetings – students are referred to the Committee who are experiencing academic, behavioral, or personal issues	Identified Students	Assistant Principal, School Counselor, YFS Coordinator, Psychologist, Classroom Teacher	Report Card, Attendance Record, Discipline Record, Teacher Feedback	As Requested

**A. Program Objective:** To help students who exhibit behavioral or adjustment problems.

**B. Target Population:** Students in grades 9-12 who are referred by teachers, school counselors, YFS coordinators, administrators, dean of students, and who are repeatedly cited for disciplinary action.

**C. Expected Outcome(s):**

1. Students with behavioral or adjustment problems will be able to describe some of the possible consequences of their actions.
2. Students with adjustment problems will be able to describe better ways of solving their difficulties.
3. Students with behavioral or adjustment problems will, after meeting with school counselors, elect to participate in individual or group counseling to attempt to resolve their difficulties.
4. Students will make appropriate decisions concerning acceptable behavior.

**D. Annual Assessment:**

1. Review number of disciplinary referrals.
2. Administrative observations and feedback.
3. Teacher/ school counselor observations of student's behavior.

**E. Program Description:**

<b>Activity</b>	<b>Target or Sub Group</b>	<b>Staff Assigned and Time</b>	<b>Other Resources</b>	<b>Dates of Activity</b>
1. Counselor/Student meeting follow-up to Referral Forms	Referred Students	Dean of Students, School Counselor, YFS Coordinator, Psychologist	Assistant Principal, Referring Teacher	As Needed
2. Teacher/School Counselor meeting to improve student behavior in classroom	Identified Students	School Counselor, YFS Coordinator, Psychologist, Classroom Teacher	Dean of Students	As Needed
3. School Counselor/Parent meeting to discuss and resolve behavior adjustment problems	Identified Students	School Counselor, YFS Coordinator, Psychologist	Assistant Principal, Dean of Students, Classroom Teacher	As Needed
4. Referrals to Outside Agencies	Identified Students	School Counselor, YFS Coordinator, Psychologist	Assistant Principal, Dean of Students, Nurse	As Needed



**A. Program Objective:** The plan encourages parental involvement.

**B. Target Population:** Parents of all students in grades 9-12.

**C. Expected Outcome(s):**

1. Parents will understand the range of educational programs and services available to their children and to them.
2. Parents will have an opportunity to participate with their child and school counselor in the creation of a four year high school academic plan.
3. Parents will participate in steps to remediate any academic and/or behavioral challenges their children might have.
4. Parents will participate and help implement post-secondary plans with their child.

**D. Annual Assessment:**

1. Parental feedback
2. Increased attendance of parents at orientations, conferences and other parent/school functions.
3. Staff, School Counselor, Administrator observations.

**E. Program Description:**

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Parent Requested Conferences	All Students	Classroom Teachers	Principal, Assistant Principal, School Counselor, YFS Coordinator, Psychologist, SST	As Needed
2. Parent Orientation Programs	Incoming Grade 9 Parents	Principal, Assistant Principals, Dean of Students Department Directors/Chairs	Club Advisors, Course Guide, Counseling Department Website	April, August
3. Open School Night	All Parents	All Faculty	Curriculum Outlines, Classroom/Special Displays, Clubs, PTA	September
4. Information about course selection and placement	All Students	School Counselor, Classroom Teachers, Department Directors/Chairs	eSchool, Course Selection Sheet, Regents Exam Scores, Director of Guidance, Website	As Needed
5. Curriculum Fair for Incoming Grade 9 Parents and Students	Incoming Grade 9 Parents/ Students	Principal, Directors, Classroom Teachers	Club Advisors, Course Guide	January
6. Phone contact for purposes of academic, adjustment, behavior, personal problems	Identified Students	Principal, Assistant Principal, Dean of Students, School Counselors, YFS Coordinator, Psychologist Classroom Teacher	Pertinent Student Information, IST, AIS	As Needed
7. College Night for Juniors – this evening explains and reviews the college	Parents of Students Grade 11	Director of Guidance, Guest Speaker	Handouts, Curriculum Guide	February

selection and application process for parents				
8. Financial Aid Information Night	Parents of Students Grades 11-12	Director of Guidance, Guest Speaker	Financial Aid Materials	October
9. Junior Planning Conference – Individual or group meeting with students and parents to review and make post-secondary plans	Parents and Students Grade 11	School Counselor	Career Portfolio, Standardized Test Results, Transcript, Naviance, College Planning Guide, Report Card, Counseling Department Resources	March
10. Distribution/Mailing of Report Cards, Jeopardy Letters	Parents of Students	Director of Guidance, School Counselors, Counseling Department Secretaries	eSchool	Quarterly
11. Scholarship Information Night	Parents of Students Grade 12	Scholarship Coordinator	Director of Guidance, Counseling Department Website	January
12. College Fair	Parents and Students	Director of Guidance, Outside Coordinator	College Admission Representatives, School Counselors	September
13. College Athletic Recruiting Seminar	Parents and Students	Director of Guidance, Athletic Director, Guest Speaker	NCAA Eligibility Materials, College Planning Handbook, Counseling Department Website	February
14. Counseling Department Webpage – This resource provides parents and students with a wealth of information regarding the services provided by the Counseling Department	Parents and Students	Director of Guidance, Counseling Department Secretary, Syntax	College and Counseling Department Reference Materials and Resources	Ongoing
15. School Messenger calls and emails regarding important information and upcoming Counseling Department events	Parents of Students	Superintendent, Principal, Assistant Principal, Director of Guidance	School Calendar / Website	Ongoing