

CONNETQUOT CENTRAL SCHOOL DISTRICT



RONKONKOMA MIDDLE SCHOOL 6-8 GUIDANCE PLAN

Table of Contents

Introduction	4
Commissioner’s Regulations 100.2.....	4
ASCA Mindset and Behavior Standards	8
Learning Standards for Career Development and Occupational Studies.....	9
Counseling Department Mission Statement, Vision Statement and Goals.....	10
Overview of Document Design	11
Grades 6-8.....	12
Annual Review	13
Instruction, Grades 6 and 8.....	14
Curriculum	15
Student Records	17
Attendance Problems.....	18
Academic Problems.....	20
Behavioral or Adjustment Problems	21
Parental Involvement	22

RONKONKOMA MIDDLE SCHOOL

GRADES 6-8

The following information represents a guideline of the Ronkonkoma Middle School Guidance Plan for grades 6-8 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 grades 6-8, 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.

Category 1: Mindset Standards 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		
Category 2: Behavior Standards 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 6-8

Connetquot Middle Schools play an essential role in the development of the middle aged child and their ability to transition from the elementary level to the High School. The unique and developmental needs of these young adolescents are met by providing them with the tools to develop into productive and involved members of their school and community. The Middle School Guidance Plan will meet the State regulations by providing the following activities or services:

- 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

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

B. Target Population: Grades 6-8

C. 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.

D. Annual Assessment:

1. Review of student report card and state assessment results.
2. Teacher feedback.
3. Parent feedback.

E. 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 general career interests	All Students	School Counselor	Career references, Naviance results, cumulative file, IPR form, report card, teacher recommendations, AIS, Family and Consumer Science Teachers	Ongoing
2. CSE/504 Annual Review Meetings – 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	IEP/504 Students	School Counselor, YFS Coordinator, Psychologist, Special Education Teacher, General Education Teacher, Nurse	Parent member, Report card, transcript, testing results, course requests, IEP or 504 Plan, teacher feedback, goals for next year	CSE – Spring 504 – One year from date of Plan

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

B. Target Population: Grades 6 - 8.

C. Expected Outcome(s):

1. The student will be able to describe career development.
2. The student will be able to identify worker traits and use career resources.
3. The student will be able to identify personal values and how they relate to selecting a career.
4. The student will develop the ability to describe his/her career related interests and possible future careers.
5. The student will be acquainted with and understand the requirements, preparation, advantages, and disadvantages of various careers.
6. The student will be able to access their Naviance account and use it for career exploration.

D. Annual Assessment:

1. Teacher's evaluation and assessment of students' understanding of instructional unit.
2. Counselor's evaluation of students' understanding.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Group instruction on career exploration and development, and career resources	Students Grades 6-7	Family and Consumer Science Teacher, School Counselor (gr. 6)	Naviance Cluster Finder and Road Trip Nation, Family and Consumer Science syllabus, School Counselor, instructional handouts	Ongoing
2. Group instruction on career exploration and development through Naviance Strengths Explorer	Students Grades 8	School Counselor	Naviance, instructional handouts	December
2. Career Presentations	Students Grade 8	School Counselor	Boy Scouts of America	Monthly
3. Career Exploration during Scheduling	Students Grade 8	School Counselor	Course Guide	March - May

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

B. Target Population: Students in grades 6 – 8.

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. Counselor review of progress reports, report cards and standardized exam scores.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Peer Leader visitations to 5 th Grade Classes	Incoming 6 th Grade Students	School Counselor, YFS Coordinator	Principal, Assistant Principal, Students, 5 th Grade Teachers Peer Leaders,	May/June
2. Transition Day	Incoming 6 th Grade Students	Principal, Assistant Principal, School Counselor, 6 th Grade Teachers, 5 th Grade Teachers, YFS Coordinator	5 th and 6 th Grade Students	June
3. 6 th Grade Orientation	Incoming 6 th Grade Students	Principal, Assistant Principal, School Counselors, YFS Coordinator	Student's schedule, locker assignments, supply list	August & May
4. Course Selection- Grades 6-8	All Students	School Counselors, Teachers	Teacher recommendations, Annual Review Outcome Forms, course selection materials, course flow charts and standardized test results	February - May
5. Individual Student Meetings with School Counselor	All Students	School Counselor	eSchool	Twice per year
6. 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, Psychologist, YFS Coordinator	Principal, Assistant Principal, Report card, teacher feedback, parent feedback, team meetings	As Needed
7. Group counseling for identified students with common issues	Identified Students	School Counselor, Psychologist, YFS Coordinator	Principal, Assistant Principal, Parents, Classroom Teachers	As Needed

8. Assembly regarding the high school scheduling process and course offerings	Students Grade 8	Director of Guidance, Department Chairs	Principal, Assistant Principal, School Counselors, High School Students	February - March
9. Cultural Arts Programs – Special programs provided throughout the year for students often pertaining to social and emotional well being	All Students	Principal, Assistant Principal, Parent Members, School Counselors, YFS Coordinators	Outside Presenters, Teachers	Ongoing

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

B. Target Population: Students in grades 6–8.

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:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Counselors will maintain students' schedules, career pathway, standardized testing results, interventions and supports provided regarding how each student is progressing toward graduation.	All Students	Counselors, Counseling Secretaries	Cumulative folder for every student, eSchool, Naviance	Ongoing

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

B. Target Population: Students in grades 6-8.

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:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Daily recording of attendance	All Students	Classroom Teacher, YFS Coordinator, Attendance Secretary	Assistant Principal, Parents, eSchool	Ongoing
2. Daily follow-up phone calls to home	All Students	Attendance Secretary	Assistant Principal, School Counselor, YFS Coordinator	Ongoing
3. Referral to Assistant Principal's Office	Identified Students	Assistant Principal, Teacher of Referral, Attendance Secretary	Referral Form, School Counselor, IST, YFS Coordinator	Ongoing
4. Attendance Review Meetings	Identified Students	Principal, Assistant Principal, School Counselor, YFS Coordinator, Psychologist, Nurse, Attendance Secretary, Security Guard	Classroom Teacher, eSchool, Parent, Student	As Needed
5. Home Visits	Identified Students	Principal, Assistant Principal, School Counselor, YFS Coordinator, Psychologist	Parent	As Needed
6. Referral to IST	Identified Students	Assistant Principal, School Counselor, YFS Coordinator, Psychologist, Classroom Teacher	Attendance Reports, Report Card, Parent - Teacher Conferences	As Needed

7. Referral to Family Court, Persons in Need of Supervision (PINS), Alternative for Youth (AFY)	Identified Students	Assistant Principal, School Counselor, YFS Coordinator, Psychologist	Principal	As Needed
---	---------------------	--	-----------	-----------

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

B. Target Population: Students in grades 6-8.

C. Expected Outcome(s):

1. Students identified through quarterly progress reports will be advised on how to resolve academic problems. Students will be identified by report card grades.
2. Students in remedial programs will improve academically in those remediated areas.

D. Annual Assessment:

1. Quarterly report card review and analysis.
2. Failure lists.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Progress Reports to Parents	All Students	Assistant Principal, Classroom Teachers	Principal, School Counselor, IST, AIS, Parents	Quarterly
2. Report Card Review	All Students	School Counselor	Assistant Principal, YFS Coordinator, IST, AIS	Quarterly
3. Review of Student Progress	Students experiencing academic difficulties and students in remedial programs	School Counselor, Classroom Teacher	YFS Coordinator, Psychologist, IST, AIS, Team Meetings	Ongoing
4. Extra Help and Peer Tutoring	Identified Students	Honor Society, Peer Leadership Group, Classroom Teacher, YFS Coordinator	School Counselor, YFS Coordinator, Peer Leader Advisor, IST, AIS	Ongoing
5. Parent Conferences	Parents of Identified Students	School Counselor, YFS Coordinator, Classroom Teacher	Principal, Assistant Principal, Psychologist, IST	As Needed
6. Academic Level Changes	Identified Students Grades 7-8	School Counselor, Classroom Teacher	Principal, Assistant Principal	As Needed
7. Course Failure List compiled, notification letter for students in danger of retention	Identified Students	Principal, Assistant Principal School Counselor, Classroom Teacher	YFS Coordinator, Report Card, Summer School Registration Information, IST	June
8. Summer School Information	Identified Students	School Counselor, Summer School Bulletin	YFS Coordinator, Report Cards, IST, AIS	June
9. AIS Support Services	Identified Students	Principal, Assistant Principal, School Counselor, Classroom Teacher	YFS Coordinator, IST, Report Card, Standardized Test Results	As Needed

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

B. Target Population: Students in grades 6-8 who are referred by teachers, school counselors, YFS coordinators, administrators, 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, and/or YFS Coordinators 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/YFS coordinator observations of students' behavior.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. School Counselor/YFS Coordinator/Student meeting follow-up to referral forms	Referred Students	Assistant Principal, School Counselor, YFS Coordinator, Psychologist	Principal, Referring Teacher, IST	As Needed
2. At-Risk Student Meeting to improve student behavior in classroom	Identified Students	School Counselor, YFS Coordinator, Psychologist, Teacher	Assistant Principal, IST	As Needed
3. School Counselor/YFS Coordinator/Parent meeting to discuss and resolve behavior adjustment problems	Identified Students	School Counselor, YFS Coordinator, Assistant Principal	Teacher, Psychologist, Parent, IST	As Needed
4. Referral to IST	Identified Students	School Counselor, YFS Coordinator, Psychologist, Assistant Principal	Nurse, Classroom Teacher	As Needed
5. School Counselor/YFS Coordinator referrals to outside agencies	Identified Students	School Counselor, YFS Coordinator, Psychologist	IST, Assistant Principal	As Needed

A. Program Objective: The plan encourages parental involvement.

B. Target Population: Parents of all students in grades 6-8.

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 counselor in the creation of their child's academic program.
3. Parents will participate in steps to remediate any academic and/or behavioral challenges their children might have.
4. Parents will participate and help begin planning for high school and beyond.

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. Parental requested counselor conferences or team meetings	All Students	School Counselor, YFS Coordinator, Psychologist, Classroom Teacher	Principal, Assistant Principal, IST	As Needed
2. Parent/Student Orientation Program	Incoming 6 th Grade Parents and Students	Administration, School Counselors, Teachers, YFS Coordinator	OBMS and RMS website, Parent Portal	August & May
3. Back to School Night	All Parents	Administration, School Counselors, YFS Coordinators, Psychologists, Teachers	Curriculum outlines, classroom/special displays, clubs, PTA	September /October
4. Quarterly Progress Reports to Parents	All Students	Classroom Teachers, School Counselors, YFS Coordinators	Assistant Principal, Progress Report Form, Parent Portal	Quarterly
5. Information about course selection and placement	All Students	Assistant Principal, School Counselor, Classroom Teacher, Department Chairs	Teacher Recommendation Forms, Course Selection Sheet, Standardized Test Scores, Director of Guidance	As Needed
6. Phone contact for purposes of academic, adjustment, behavior, personal problems	Identified Students	Administration, School Counselor, Classroom Teacher, YFS Coordinator, Psychologist	Pertinent student information, IST, AIS	As Needed
7. Parent conferences for placement into remedial or special education programs	Identified Students	Assistant Principal, Special Education Coordinator, School Counselor,	Pertinent testing and confidential reports, IST/CSE, AIS	As Needed

		YFS Coordinator, Psychologist, Special Education Teacher, Classroom Teachers, Nurse		
8. Distribution of Report Cards, Progress Reports	All Parents	Principal, Assistant Principal, School Counselors	Parent Portal	Quarterly
9. PTA Meetings	All Parents	Parents, Building Administrators, Teachers	Resources specific to each meeting topic	Ongoing
10. School Messenger calls and emails regarding important information and upcoming events	All Parents	Superintendent, Principal, Assistant Principal	Central Office Administration, School Calendar/Website	Ongoing