

K-12 Guidance Plan 2017-18

Plainview-Old Bethpage Central School District
Plainview, New York

Table of Contents

INTRODUCTION.....	2-11
COLLEGE / CAREER PLANNING.....	11-30
PROFESSIONAL DEVELOPMENT.....	31-38
RECORD KEEPING	39-44
SCHEDULING	45-50
STUDENT ACHIEVEMENT	51-71
STUDENT INTERVENTION	72-77
TRANSITIONS	78-89
GUIDANCE PUBLICATIONS	90-91

Introduction

Mission Statement

The Plainview-Old Bethpage Guidance and Counseling Department's mission is to promote each student's academic, social and emotional development, while assisting the student with post-secondary planning. Our focus is to create a collaborative environment with students, educators, and parents by helping students develop the independence necessary to make sound decisions and positive life choices. Inherent in this philosophy is our recognition of the value and uniqueness of every student.

Commissioner's Regulations 100.2

j. Guidance Programs

1. Public schools.

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

i. 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.

ii. In grade 7-12, the guidance program shall include the following activities or services:

- a. 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.
- b. 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 counselor, or by classroom teachers in cooperation with school counselors.
- c. 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 parent 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

Plainview-Old Bethpage Central School District K-12 Guidance Plan

licensed school social workers in cooperation with school counselors; and the services of personnel certified or licensed as school counselors.

d. the services of personnel certified or licensed as school counselors.

iii. 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.

2. **Nonpublic schools.**

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

Overview of Document Design

This document is divided into sections that provide a comprehensive plan in the following areas:

- College/Career Planning
- Professional Development
- Record Keeping
- Scheduling
- Student Achievement
- Student Interv
- TRANSITIONS
- GUIDANCE PUBLICATIONS

The following goals show the breadth and depth of formalized guidance activities and initiatives currently in practice in our 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 promote **CAREER / EDUCATION** awareness and planning.
- € To promote **SOCIAL / PERSONAL DEVELOPMENT**.
- € To promote **COMMUNITY INVOLVEMENT**.
- € To promote **COORDINATION of SERVICES**.
- € To promote **CONSULTATION SERVICES**.
- € To promote **COUNSELING SERVICES**.

Guidance is an essential aspect of the education experience for all children. It is through the guidance program and counseling relationship that students are helped to interpret and integrate the world in which they live.

The K-12 District Guidance Plan sets forth a framework to enable each school in the Plainview-Old Bethpage Central School District to plan, organize, and implement a school counseling program designed to meet the needs of the entire student body.

School Counseling Staff

Director of Guidance.....Laurie B. Lynn

Elementary Counselor

<p>Judy Jacobs Parkway Elementary School Old Bethpage Elementary School Pasadena Elementary School Stratford Road Elementary School Stephanie Graziosi-Hibbs</p>
--

Middle School Counselors

<p>H.B. Mattlin Middle School David Goldberg Andrea Luzzi Stephanie Ralton Cathryn Riley</p>

<p>Plainview-Old Bethpage Middle School Erica Gray Laura Ok Irene Petrsoric Valerie Zaffers</p>
--

High School Counselors

<p>Plainview-Old Bethpage John F. Kennedy High School Jessica Baker Domenick DiDomenico Sara Egosi Joseph Izzo</p>	<p>Neil Lasher Jason Miller Cristina Rivas-Laline Jennifer Siegel</p>
---	---

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades K-4

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	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.

School Based Examples	School Based Examples	School Based Examples	
<ul style="list-style-type: none"> € Guest Speakers € Career Day € Career Exploration € Field Trips/Tours 	<ul style="list-style-type: none"> € Cross-Curriculum Learning/Projects € Project Based Learning € Group Projects 	<ul style="list-style-type: none"> € Project Based Learning € Technological Training and Application € Group Projects 	

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades 5-8

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other setting.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	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 post-secondary programs.

School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> € Career Awareness € Speakers € Career Day € Career Fair € Transition Counseling € Peer Mentoring 	<ul style="list-style-type: none"> € Naviance Cluster Finder € Integrated Academic / Vocational Programs € Project Based Learning € Transition Counseling € Peer Mentoring 	<ul style="list-style-type: none"> € Project Based Learning € Transition Counseling 	<ul style="list-style-type: none"> € Career Awareness € Speakers € Career Day € Career Fair € Transition Counseling € Peer Mentoring

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades 9-12

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other setting.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	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 post-secondary programs.

School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> € Career Awareness € Speakers € Career Day € Career Fair € Volunteer Fair € Field Trips / Tours € Work Simulation € Barry Tech € Naviance Family Connection € Transition Counseling € Internship Program 	<ul style="list-style-type: none"> € Career Major Cluster € Integrated Academic / Vocational Programs € Project Based Learning € Barry Tech € Naviance Family Connection € Transition Counseling € Internship Program 	<ul style="list-style-type: none"> € Project Based Learning € Technological Training and Application € Barry Tech € Transition Counseling € ACCES-VR € Internship Program € Supervised Work Experience 	<ul style="list-style-type: none"> € Career Major Cluster € Technological Training and Application € Vocational Program € Barry Tech € College 101 Program € Transition Counseling € ACCES-VR € Supervised Work Experience

Educational Career Plan Overview

Career Development and Occupational Studies Standards	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard 1: Career Development Students will develop an awareness of the world of work; explore career options and related personal skills, aptitudes and abilities to make future career decisions.	x	x	x	x	x	x	x	x	x	x	x	x	x
Careers in the Local Community Programs and activities in which students identify and describe different careers in the community and their interdependence.	x	x	x	x	x	x	x	x	x	x	x	x	x
Career Awareness Programs and activities in which students identify and describe different careers in the community and their interdependence.	x	x	x	x	x	x	x	x	x	x	x	x	x
Career Development Plan Students identify and document their interests, skills and achievements in a common or portable planning form.						x	x	x	x	x	x	x	x
Career Fair / Career Day A special event in which students meet and talk to a variety of workers in different occupations.	x	x	x	x	x	x	x	x	x	x	x	x	x
Occupation-Related Tasks Students work collaboratively on task documenting various occupations, the academic requirements needed for those occupations and the likely working conditions.									x	x	x	x	x
Local, State Job Opportunities Programs and activities in which students identify and explores careers at both the local and state levels.								x	x	x	x	x	x
Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.								x	x	x	x	x	x
Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundations skills and competencies essential for success in the workplace.										x	x	x	x
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 achievement and success in post-secondary programs.										x	x	x	x

College /Career Planning

The K-12 counseling program prepares students for life after Plainview-Old Bethpage John F. Kennedy High School. This process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school-to-college/work experiences to students. The elementary, middle school and high school counselors provide transitional programming at every stage, with the ultimate goal being the student making the successful adjustment from high school to college, the military or post-secondary employment.

Counselors develop appropriate schedules for students in accordance with the state and local learning standards as implemented by the New York State Department of Education. Exposure and exploration of careers is introduced in elementary school. Developing career awareness utilizing Naviance software and other means begins at the middle school level. Career fairs, the processing of college applications, and providing students access to military and college representatives contribute to a comprehensive school-to-college/ career program.

Back to School Night/ Parent Teacher Conferences

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Fall/Winter/Spring	1 hour	2 hours
5-8	Fall	1 hour	5 hours
9-12	Fall	1 hour	5 hours

Need	Objective	Activity
Parents / Guardians need information regarding current course requirements.	To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for student's academic success.	Parents/guardians are provided with an opportunity to meet with their child's teacher(s). Teachers disseminate information regarding expectations for each course. Parents are encouraged to visit their child's counselor and other related services personnel.

Outcome	Evaluation	Staff	Resources	Preparation
Communication between school and home is enhanced, promoting academic success for students.	Parents give verbal feedback.	POB administrators, teachers, counselors and support staff.	High school, middle school and elementary classrooms, handouts, student schedules.	Provide student schedules and assist in the development of the program.

Financial Aid Night

Target Grade	Time Frame	Preparation time	Activity Duration
9-12	1 Evening Program	2 Hours	2 Hours

Need	Objective	Activity
Parents and students need information regarding financial planning for college and how to complete financial aid forms.	To provide financial planning information and support for parents and students for the complex process of applying for financial aid.	Parents and students will be invited to attend a financial aid evening program. A financial expert will also present on topics including FAFSA and the CSS Profile.

Outcome	Evaluation	Staff	Resources	Preparation
Parents and students will better understand and successfully complete the college financial aid application process.	Written evaluation from participants.	Financial expert speakers, clerical team	Eblasts to parents, announcements, webpage links.	Contact college financial planning service representatives, send information to parents, and prepare handouts.

Naviance Software College and /Career Planning

Target Grade	Time Frame	Preparation time	Activity Duration
7 - 12	Year-Round	4 hours	Initial class period & ongoing

Need	Objective	Activity
Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.	To have students explore careers that fit their interests, hobbies and abilities, facilitating their college selection process.	Meet students during individual conferences and in-school workshops. Students will take an interest inventory. Cluster Finder, to help them research and focus on a career. Once a general pathway is decided upon, a variety of other factors including college size, geographic location, and acceptance rate will be factored into the search.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of career and college information, expectations and requirements.	Students will enter into post-secondary training in a career / major that fits their interests and abilities.	School counselors and teachers.	Computer lab, computers, Naviance Center software.	Schedule sessions with each class, administer career interest inventory during scheduled classes, and attend Naviance workshops.

Seventh Grade Career Fair

Target Grade	Time Frame	Preparation time	Activity Duration
7	Fall/ Spring	10 hours	4 hours

Need	Objective	Activity
Students need to be exposed to careers and the educational requirements necessary to qualify for jobs in those fields.	To have students explore careers that fit their interests and abilities, facilitating their college major choices selection process.	7 th grade students are invited to attend a daytime career fair to interview representatives from various career fields. They will be exposed to several occupations based upon their interest inventory results from the Naviance Cluster Finder. Students are encouraged to interview individuals representing careers that are interesting to them. As a part of this experience, students are also given the opportunity to participate in a large group interactive activity.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of several careers as well as learn what the expectations and educational requirements are for those careers.	Students will complete interview forms as an assignment.	Teachers and middle school counselors.	Parents, community members, volunteers in different occupations.	Teachers and middle school counselors work with students to introduce and explore career interests via Naviance Cluster Finder. Results are discussed in class and individually. Students are then encouraged to develop interview questions in advance of the Career Fair in order to further explore their interests with the community representatives.

Elementary Push-In Lessons

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Fall, Winter, Spring	30 Hours	45 minutes

Need	Objective	Activity
Students will benefit from classroom lessons that address social and behavioral needs.	For students to learn skills that strengthen character and support social and behavioral needs with the purpose of developing positive citizens.	Each K-4 classroom will receive a push-in lesson in fall, winter, and spring.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills that are immediately applicable in their daily life.	Students will participate in exit ticket activity to evaluate understanding.	Counselor, teachers	Research based practices	Counselor will determine push-in needs based on feedback from parents, principals, and teachers as well as specific POB elementary school needs and topics that address current events or trends. Counselor and teachers will work together to create a mutually convenient schedule for push-in as the teacher will act as a support for the counselor.

Elementary Parent Workshops

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Continuous	As Needed	1.5 Hours

Need	Objective	Activity
Parents need the opportunity to gather information, learn new skills, and share best practices.	For parents to acquire more skills in order to support their child’s academic, social, and behavioral needs.	All elementary parents are invited to monthly parent workshops on various topics.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain more support from their parents as parents gain more skills to support academic, social, and behavioral needs.	Parents will complete post-workshop survey to provide evaluation of workshop and to provide feedback for improvements.	Counselor	Parents, research based practices	All parents will be invited to complete a survey and to engage in a conversation about topics in which they hope to cover in parent workshops. In addition to parent driven workshops, workshops may include topics that will support POB elementary school needs and topics that address current events or trends. Parent meetings will be held monthly, with meetings alternating between the school day and the evening.

Elementary Career Day

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	May	8 hours	2 hours

Need	Objective	Activity
Students need to be exposed to careers and the educational requirements necessary to qualify for positions in those fields.	To have students gain early exposure to careers in order to encourage interests and exploration.	Parents and community members are invited to individual classrooms to share information about their careers and support career exposure.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of several careers as well as learn general educational requirements.	Students will complete assignment demonstrating knowledge of their favorite career that was presented.	Teachers, counselor	Parents, community members, volunteers in different occupations.	All parents will receive a volunteer inquiry form where they can volunteer to speak to classes and offer contact information of a community member with a career that may interest elementary students. Volunteers will be prepared on what topics to cover in a 15 minute presentation. Volunteers will be put into a rotating schedule among several classrooms.

Elementary College Apparel Days

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Fall/Winter/Spring	5 hours	1 hour

Need	Objective	Activity
Students need to be exposed to colleges and universities in order to generate interest in higher education.	To have students gain early exposure to colleges and universities and continue to learn how to ask questions to gain information.	All students and staff will be encouraged to wear college apparel. Students in K-2 will have a mini push-in lesson from the counselor on the basics of college. Students in 3-4 will have a log to fill in, which answers questions that are to be asked to various staff members. (ex. Where is this college? What did you study?)

Outcome	Evaluation	Staff	Resources	Preparation
Students in grades K-2 will have a basic understanding of college. Students in grades 3-4 will know basic details of up to 5 colleges or universities.	Students in grades 3-4 will complete a log demonstrating basic knowledge of up to 5 colleges or universities. Students in K-2 will have an exit ticket of understanding after classroom mini lesson.	Teachers, counselor, all staff	Communication systems	All parents, students, and staff will receive notice of college apparel days. Counselor will create push-in schedule in collaboration with K-2 teachers. Counselor will create and provide log for all students in grades 3-4 as well as provide instructions for teachers and staff on how to support students in completing the log.

Elementary Snacks with Seniors

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	June	3 hours	1 hour

Need	Objective	Activity
Students need to be exposed to positive role models in their own school community.	To expose students to positive role models and provide an opportunity for graduating seniors to share advice for success with elementary students.	Graduating seniors will walk through the elementary school they once attended as current elementary students sit in the hall and cheer them on. Then, graduating seniors will split among K-4 classes to have an informal discussion of their POB school experience and their post-secondary plans while sharing snacks.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be exposed to positive role models in their school community and be more knowledgeable in regard to the POB school experience and post-secondary plans.	Students will complete a short classroom assignment.	Teachers, counselors, support staff, parents	Infinite Campus	Graduating seniors will be split into the elementary schools they attended. They will then be split into groups to offer advice and share their experiences. Snacks and the short assignments will be given to teachers as well as any other preparation materials.

Junior College Roundtable Night

Target Grade	Time Frame	Preparation time	Activity Duration
11	March	3 hours	2 hours

Need	Objective	Activity
Students and their parents require additional information and assistance as they continue to plan post high school activities.	To inform parents and students about the various facets of the college application process, including college resume, essay, course selection, and finding the best post-secondary fit.	An evening meeting will be held with parents and students to reinforce an organized approach to actualizing their college and career plan. Speakers will be invited to share perspectives on how to select a college and best utilize financial opportunities. A question and answer session follow presentation.

Outcome	Evaluation	Staff	Preparation
Parents and students will become greater informed on how to proceed with their college and career plans.	Feedback solicited after the program.	Counselors, guest speaker – college representative, guidance clerical team.	Invite Guest Speakers to speak about the college admissions process review and produce information packets to be given to students and parents. Table with college related resources is available to all students and parents in attendance.

Senior Information Night

Target Grade	Time Frame	Preparation time	Activity Duration
12	September	3 hours	2 hours

Need	Objective	Activity
Students and their parents need a review of the college application process.	To dispense college application information to parents and students as a review of that process.	Counselors present information on the college application process. A question and answer session follow presentation.

Outcome	Evaluation	Staff	Resources	Preparation
Students and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges.	Feedback is solicited after the program.	High school counselors and Director of Guidance.	Handouts.	Review presentation and update presentation with changes. Produce and prepare handouts.

College Fair and Individual College Visits

Target Grade:	Time Frame	Preparation time	Activity Duration
9-12	School Year	10 hours	1 period per college visit

Need	Objective	Activity
Students need to become aware of post-secondary education opportunities in their college selection process.	Students will attend college fair and will meet with college representatives to gather information and determine their mutual compatibility.	Students will be made aware of college fair through eblasts, Naviance, daily announcements and individual conferences. Students will be made aware of individual college visits through Naviance and daily announcements. Students attend the meetings and talk directly to college representatives. They are able to receive first-hand feedback regarding the school's programs, requirements and environment.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a better understanding of various college program offerings.	Students will narrow their list of desirable colleges.	High school counselors, admission representatives, committee with parent members, student led orchestra performance and guidance clerical team.	High school library, classrooms and guidance department offices.	Confirm attendance of representatives, set up for College Fair, train College Ambassadors, hang posters of colleges for publicity, and list colleges in Naviance and on website.

Junior Conferences

Target Grade:	Time Frame	Preparation time	Activity Duration
11	Spring	60 minutes/student and parent	1 hour

Need	Objective	Activity
Juniors need specific information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals.	To explain the college/career application process, gather information on future plans, and give information on colleges that is specific to the individual student's' needs.	Counselors meet with each junior to review the intricacies of the college application process. Parents are invited to attend. College search information and resources are reviewed and college visitation is encouraged. Discussions include appropriate academic rigor, letters of recommendation, resume building, college essay writing and SAT/ACT information.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have the necessary information to begin/continue the college career search process. Students will be aware of graduation requirements and the importance of academic success.	Observation during senior conferences allows counselors to assess preparedness for post high school transition.	Counselors, Secretarial staff.	Transcripts, recommendation request forms, activity sheet sample, parent brag sheet, POB Guide to College Admissions packet.	Review information to be covered and given out in a conference folder. Update all sheets for students and copy. Compile sheets into a folder for each student. Review each student's transcript, determine credits earned, diploma type, courses and exams needed. Schedule a conference with each student. Send passes and follow up with students or reschedule as needed

PSAT, SAT, SAT Subject Exams and ACT Advisement

Target Grade:	Time Frame	Preparation time	Activity Duration
9-11	School Year	4 hours	Continuous Advisement

Need	Objective	Activity
Students need to be given the opportunity to gain experience with college admissions testing.	Provide students with opportunity to take standardized tests.	Standardized tests, specifically the PSAT are administered in October of the student's' sophomore and junior year. SAT and ACT are administered throughout the year. Exam dates and deadlines are announced through the district calendar, eblasts, evening guidance sessions and individual conferences. Counselors must be familiar with test specifications.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the PSAT, ACT and SAT during their freshman-senior year. Students will also understand which tests are appropriate to take.	Counselors will receive feedback from students following exams. Students can also take part in SAT review courses and will receive interpretation of results.	High School counselors, teachers, administrators, custodial staff, counselors' secretarial staff.	Testing rooms, testing materials, registration forms, and eblasts.	Order tests, announce test dates, organize sign-ups, collect fees and student information, and make spreadsheets. Notify and update custodians for rooms needed. Read through exam materials to prepare for test administration. Organize proctoring assignments and train new proctors.

Standardized Test Interpretation/Implementation

Target Grade:	Time Frame
3 -12	School Year

Need	Objective	Activity
Students, parents, teachers and administrators need information on student scores	To provide students, parents and teachers with a standard to compare student progress and achievement. To provide students, parents and teacher a better understanding of the implications of these tests. To utilize assessment results when recommending AIS/Support classes.	Standardized tests are scored and are reported back to the school district. Counselors, administrators and teachers use these scores to appropriately plan instruction for students. The scores are explained to parents and students as one means of determining student progress. Scores are interpreted by using percentile ranks nationally and grade equivalents. Teachers are provided scores of students to identify students who may need additional help.

Outcome	Evaluation	Staff	Resources	Preparation
Students, parents, and teachers will understand standardized test results and integrate that understanding into teaching/learning process.	Parents, students and teachers clearly understand test scores by successfully integrating the information to their specific needs	School counseling staff, teachers, administrators, psychologists and social workers	Testing results.	Administration to order standardized tests/Regents Examination for school population. Assist special education teachers to implement testing accommodation. Interpret results of each student.

Special Needs Standardized Test Registration

Target Grade:	Time Frame	Preparation time	Activity Duration
9-12	All Year	15 minutes per student	30 Minutes per student

Need	Objective	Activity
Students who possess a physical, learning or emotional disability need an opportunity to utilize the special testing services provided through The Educational Testing Service (ETS) and the American College Testing Program.	To provide our students with disabilities with appropriate testing accommodations as approved by the ETS College Board and ACT to fairly compete on college entrance examinations.	Counselors and school psychologists gather the needed materials and information to assist families to fill out registration forms for students with disabilities. Once approved by ETS or ACT, each student under the supervision of a test proctor will be given his/her appropriate accommodations to complete the PSAT, SAT, Subject Tests, AP Examinations and/or ACT.

Outcome	Evaluation	Staff	Resources	Preparation
Classified students will participate in the special testing services provided for applicants with disabilities so as to give them every opportunity to do their best.	Students will have PSAT, SAT, Subject Tests, AP and/ or ACT scores which may be presented to colleges for admission or placement requirements/ college credit.	Counselors, administrators, psychologists and proctors.	Testing rooms, testing materials, registration forms, IEPs, most recent psychological testing results, credentials, and student health information.	Print out IEP's and 504 plans. Meet with school psychologist to accurately complete registration.

College Application and Selection Process

Target Grade:	Time Frame	Preparation time	Activity Duration
12	School Year	15 minutes	As needed on an ongoing basis

Need	Objective	Activity
Completed college applications need to be processed.	To provide students with year-long guidance and supervision in the college selection and application process.	Students meet repeatedly with their counselors to review the college selection process, ask questions and review college applications. Mid-year grades are forwarded to colleges. Final grades are sent to the college of choice.

Outcome	Evaluation	Staff	Resources	Preparation
Students select appropriate colleges and programs.	Results of applications are recorded in Naviance and End of Year Guidance Survey Report.	Counselors, guidance clerical team, teachers.	Naviance, The Common Application, transcripts, senior file folders, recommendations and computers. Time consideration per student (# of applications x amount of time needed to process each student) multiple meetings from Sept.-June.	Review student files, write letters of recommendation for each senior, and contact college admissions representatives to provide them with most up-to-date information about student, if needed.

College 101

Target Grade:	Time Frame	Preparation time	Activity Duration
10-12	School Year	4 hours	On an ongoing basis

Outcome	Evaluation	Staff	Resources	Preparation
Students will have the opportunity to attend a series of workshops and receive a College Readiness Certificate for their participation. Workshops include: How to Communicate with College Representatives, Alumni Day, I'm Accepted...Now What?, Dollars and Sense of College, College Survival Seminar, and Operation Apply.	Application and acceptance rate to college will be collected and analyzed.	School counselors, guidance clerical team, and alumni	College 101 Powerpoints and handouts, College Readiness Certificate	Prepare College Readiness Certificates, College Kickoff Week Announcements, and College 101 Workshops flyers and announcements.

Professional Development

The counseling staff understands and promotes the importance of professional development. Activities such as membership in professional organizations help provide the counselors with new and innovative suggestions to continually evaluate and improve their program. Representation at local, state and national conferences is important to learn best practices, stay current, and to network with fellow colleagues and college admission officers.

Counselors are committed to supporting the counseling profession by sponsoring school counseling interns through area universities. Counselors take advantage of numerous opportunities to enhance their professional skills.

The school counselors enjoy the opportunity to grow and develop. They attend in-service and graduate courses as well as being members of collegial circles. They have shared their expertise by presenting workshops at conferences.

Professional Memberships

Target Grade:	Time Frame	Preparation time	Activity Duration
K-12	School Year	1 hours	varies

Need	Objective	Activity
Counselors need to get updated and accurate information in order to assist students properly.	To remain current and increase knowledge on topics related to the field.	Counselors attend meetings, participate in listservs, and review materials on relevant topics and get updated information as well as exchange ideas with counselors from other districts and colleges. Campus tours around the country offer meaningful development to enhance counseling and college advising repertoire of the counseling staff.

Outcome	Evaluation	Staff	Resources	Preparation
Counselors keep abreast of new information and topics in the field.	Counselors share their experiences at staff meetings.	School counselors and Director of Guidance	Registration fees and administrative support.	Research topics to be discussed at meetings, gather questions on areas that need further explanation, and find low cost opportunities to visit college campuses.

Naviance Training

Target Grade:	Time Frame	Preparation time	Activity Duration
7-12	School Year	15 Minutes	1 hour

Need	Objective	Activity
School counselors will have an understanding of Naviance and will share this information with students, facilitating college search and career exploration.	To develop a line of communication between school counselors, students and parents. Counselors to provide knowledge regarding college and career choices to students and parents.	School counselors will act as liaisons to career instructors, becoming aware of articulation agreements and develop partnerships with colleges and the business community, by attending workshops related to the career pathways.

Outcome	Evaluation	Staff	Resources	Preparation
High school counselors facilitate development of career pathways for students. Parents will gain access to Naviance software to enhance their learning about the various career options.	Students will enter career pathways and/or gain "real life" experiences preparing them for post-secondary study or employment.	School counselors, outside contacts, Family and Consumer Sciences teachers.	Family and Consumer Sciences curriculum, Health curriculum, BOCES Naviance Training, Listserv	Attend conferences and meetings and gather questions related to the program.

Infinite Campus and Google Chromebook

Target Grade:	Time Frame	Preparation time	Activity Duration
5-12	Year Round	15 Minutes	1 hour

Need	Objective	Activity
<p>Counselors access the district student information system to develop and maintain student information and schedules throughout the year.</p> <p>Counselors send transcripts to colleges electronically.</p>	<p>To understand the complete Infinite Campus student management system used in the district in order to schedule students, access course history, retrieve academic assessment information for AIS placement, interim progress reports and report cards, transcripts, student reports, attendance, discipline and all other pertinent information. To understand eDocs in order to send transcripts, letters of recommendation, evaluation forms and the school profile electronically to colleges.</p>	<p>Counselors and guidance clerical team must attend various training sessions for Infinite Campus and eDocs in order to effectively maintain student grades, academic intervention services, transcripts, course history and schedules. Counselors must also accurately transmit required application information to the colleges.</p>

Outcome	Evaluation	Staff	Resources	Preparation
<p>Each student receives a schedule that moves him/her towards graduation. Colleges receive student information accurately and in a timely fashion.</p>	<p>Accuracy of student schedules, course history, grades, transcripts, credits completed and various student reports. Feedback from college representatives.</p>	<p>Counselors, guidance clerical team, administrators, college faculty, and high school staff.</p>	<p>Access to Infinite Campus and eDocs information system; available time to attend training sessions and maintain student records.</p>	<p>Attend trainings</p>

Annual Update of Guidance Plan

Target Grade:	Time Frame	Preparation time	Activity Duration
K-12	School Year	1 Hour	12 Hours

Need	Objective	Activity
An up-to-date Guidance Plan that meets the New York State requirements	To clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities and time spent on activities.	Counselors research new state requirements to ensure the plan is current. Counselors review current plan and note any necessary changes, and provide information on activities to be added. As the need to stay current and cutting edge is addressed year-to-year, changes are presented at department meetings as well as faculty meetings.

Outcome	Evaluation	Staff	Resources	Preparation
The Guidance Plan is a document that describes guidance responsibilities, as a comprehensive document aligned with state regulations.	Current Guidance Plan is listed on the website and feedback is reflected in yearly changes.	Counselors, Director of Guidance, clerical team, and Assistant Superintendent for Curriculum.	Computer, former Guidance Plan	Meeting with Assistant Superintendent for Curriculum

Record Keeping

The Guidance counseling staff actively reviews students' schedules, credits, and transcripts to maintain the integrity of students records. The school counselor maintains records for students receiving academic intervention services.

Record keeping, the disclosure of student records and information is subject to the Family Education Rights and Privacy Act of 1974 (FERPA). Counselors adhere to the provisions of this law, as well as any related state mandates.

Record Review

Target Grade:	Time Frame	Preparation time	Activity Duration
5-12	School Year	30 minutes per student	Ongoing

Need	Objective	Activity
To ensure accurate grades, credits, transcripts, and GPA for our students.	To maintain the integrity of student records.	Verifying current student grades and credits from previous years; final exams, state assessments, and Regents exams.

Outcome	Evaluation	Staff	Resources	Preparation
Information sent to colleges and other high schools will accurately reflect student achievement.	Information in Infinite Campus and Naviance	Counselors, clerical team, technical support, and teachers	Student management system (Infinite Campus), report cards, transcripts.	Counselors review records of students on an ongoing basis, especially as they review scheduling and graduation requirements with students and parents.

Maintain Cumulative Records

Target Grade:	Time Frame	Preparation time	Activity Duration
K-12	Year-round	Ongoing	Ongoing

Need	Objective	Activity
The school is required to keep a cumulative record of individual students' academic progress, diploma type, and testing information.	To accurately maintain all relevant student information in a confidential, central student file. To keep records of graduates in a convenient and easily retrievable database in order to answer requests for records quickly.	Counselors and Administrators maintain scheduling, diploma type (HS), standardized testing, students course drop forms (HS), interventions attempted, Student review Team, Instructional Review Team, Child Study Team, data and referrals, support assigned and any other information on individual student performance.

Outcome	Evaluation	Staff	Resources	Preparation
An accurate, comprehensive, and confidential student file will be maintained for each student.	Each student will have a complete file containing academic information. Graduate feedback for quick service when records or transcripts are requested.	Counselors, teachers, administrators, guidance clerical team	File folder for each student and electronic records are kept in the student management system.	Cumulative folders are passed on from elementary school to high school. Students with an Individualized Educational Program have an additional red transition folder with all pertinent special education related information.

Documentation and Information Maintenance

Target Grade:	Time Frame	Preparation time	Activity Duration
K-12	Year-round	Ongoing	Ongoing

Need	Objective	Activity
Counselor responsibilities require documentation and record maintenance.	To accurately document pertinent information to ensure accessibility when needed.	Counselors/Administrators maintain information about students from many different sources. They are frequently asked to compile information regarding students, credits, interventions, etc. which must also be maintained. Student transcripts are reviewed and progress toward graduation is tracked. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency.

Outcome	Evaluation	Staff	Resources	Preparation
Information on students will be accurately compiled and maintained for future reference, comparison, and/or evaluation purposes.	Records are kept and appropriate information collected.	Counselors, administrators, guidance clerical team, technical support	Transcripts, forms, report cards, schedules, and computer	Form preparation to reflect changes in policies, procedures, requirements, etc.

State Education Reporting

Target Grade:	Time Frame	Preparation time	Activity Duration
K-12	All Year long	Ongoing	Ongoing

Need	Objective	Activity
To accurately report student achievement information to NY State in a timely fashion.	To accurately upload/report important statistical data to NY State in order to analyze/compare our overall effectiveness as a school district.	Uploading post-secondary plan/diploma type annually in June. Exit summaries for Special Education students in IEP Direct

Outcome	Evaluation	Staff	Resources	Preparation
To have accurate records reported to the New York State Education Department (NYSED).	Accurate information in Student Maintenance System	Counselors, Director of Guidance, Guidance clerical team, Director of Technology	Naviance, Computers	Uploading all data required by NYSED on an ongoing basis, including but not limited to NYS Assessments, Regents Scores, Grades, Attendance Records, Etc. Administer Senior Survey for anticipated post-secondary plans of seniors. Accurate analysis of graduation diploma types. Senior class statistics compiled and uploaded to state.

Scheduling

The School counseling staff actively collaborates with students in the scheduling process. Course selections are carefully designed for individual students based on their needs, future goals, and post-secondary desires. It is recognized that schedule adjustments will be necessary, with teacher, administrator, and parent input. Students' academic levels may be changed to enhance the quality of the education and overall academic success of the student.

It is critical that information from the elementary school counselor be shared with the middle school counselors and administrators, and that student information from middle school be shared with the high school counselors and administrators. Academic records will follow the student in the K-12 process. The students' cumulative folder will maintain all relevant student information and be kept confidential. Student report cards and transcripts will be reviewed for accuracy annually and filed in the cumulative folder.

Course Selection

Target Grade:	Time Frame	Preparation time	Activity Duration
6-12	January - March	10 Hours	3 Weeks

Need	Objective	Activity
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	To individually help students design a realistic and rigorous class schedule to meet requirements and support post-secondary plans.	<p>Students can access the Course Description Guide. Students are expected to review their proposed schedule with parents.</p> <p>Counselors meet with students in groups and individually for class selection.</p> <p>Students course requests are input to Infinite Campus by the counselors.</p> <p>Counselors follow-up with students/parents regarding problems with their schedules</p> <p>Failures are rescheduled after summer school sign ups and again after summer school completion.</p>

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a schedule that supports his or her postsecondary plans, while assuring district and state compliance.	Students will meet their academic goals.	Counselors, guidance clerical team, coordinators	Course selection sheets and Infinite Campus.	Meet with academic chairpeople and coordinators to discuss course offerings. Update course selection sheet.

Schedule Adjustment

Target Grade:	Time Frame	Preparation time	Activity Duration
5-12	Ongoing		30 minutes

Need	Objective	Activity
Students require schedule adjustments and classes need to be balanced to ensure equity of opportunity.	To review all change requests and to assess their validity consistent with state and local graduation requirements, and to create course enrollments considerate of class size, student ability, gender, diversity, and student interest.	Students must discuss possible schedule changes with their counselor. Teacher, parent, and administrator input will be ascertained.

Outcome	Evaluation	Staff	Resources	Preparation
Relevant changes will be made which do not limit or diminish student opportunity. Courses will be balanced.	Schedule changes and balanced classes will enhance the quality of the education that student obtains and assist in the overall academic success of the student.	Counselors, teachers, principals, and administrators.	Level change forms, Infinite Campus, up-to-date master schedule, and assessment scores.	Counselor review add/drop policy annually in order to adhere to district policy. Counselors work during the summer to produce accurate schedules that reflect student academic needs and interest to minimize schedule adjustment.

Student Review/Parent Conference

Target Grade	Time Frame	Preparation Time	Activity duration
5-12	September - June	10 minutes per student	40 Minutes per student

Need	Objective	Activity
Parents/guardians need to share information with school counselors regarding student strengths, areas of concerns, and overall academic performance. In addition, they need to be informed of choices regarding their child's graduation plan and available pathways.	To ensure personal communication at critical junctures between school and home.	<p>Counselor invites students and parents/guardians to an individual/group informational meeting.</p> <p>Counselors discuss next year's course selections and assessments, as well as post-high school planning.</p> <p>Conference summaries can be provided to parents.</p>

Outcome	Evaluation	Staff	Resources	Preparation
Student, parents, and counselor interaction provides optimal student academic performance.	Students and parents give verbal feedback.	School Counselors	High school and middle school guidance offices, permanent record folder information	Set up appointments with students and parents, hold conferences with students and parents, and develop materials to be used.

Scheduling for Special Needs Population

Target Grade	Time Frame	Preparation Time	Activity duration
K-12	school year	1 hour per student	30 Minutes per student

Need	Objective	Activity
To meet the specific needs of special populations.	To appropriately place students within their prescribed special education program.	Creation and review of schedules for students with special needs.

Outcome	Evaluation	Staff	Resources	Preparation
Schedules will be in compliance with IEP requirements.	The appropriate scheduling of students with special needs.	Counselors, special education teachers and administrators.	Scheduling materials, student records, IEP information.	Counselor/Administrator will attend annual reviews and IEP/504 meetings to gather information about child's prospective program.

Student Achievement

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school well prepared to meet the rigors of post-secondary education and/or the workforce: to be College and Career Ready. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways. Not every student learns in the same way; therefore a variety of support is needed to help and encourage every student to acquire school success. Additional supports may take the form of general support classes, Academic Intervention Services, student tutoring, extra help from teachers, etc. The student review teams (i.e. Instructional Support Team, Response To Intervention) will review individual children who are struggling to help design additional supports for them to succeed.

When necessary and when general education services and interventions have been exhausted, children may be referred to the Committee for Special Education for further testing to rule out disabilities that can be impeding upon a child's success and warrant additional services.

Student Progress Reports

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	as needed	30 Minutes per update

Need		Objective	Activity		
During the school year, parents will have access to their child’s academic progress via progress reports and report cards through Infinite Campus (parent portal).		To provide parents with ongoing information regarding the academic progress of their child.	Counselors will monitor students’ academic progress and help determine necessary interventions.		
Outcome	Evaluation	Staff	Resources	Preparation	
Parents will receive timely and informative feedback from teachers and counselors on the academic progress of their child.	Increased communication between parents, teachers, counselors.	Counselors, teachers	Phone, progress report forms, Infinite Campus Parent Portal, Email	Updating progress report forms. Gathering information from teachers.	

Parent/Counselor Conferences

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	School Year	as needed	as needed

Need	Objective	Activity
Parent/guardians and counselors need to work collaboratively to enhance student performance.	To provide parents with ongoing academic and social consultation regarding their child.	Counselors and/or teachers will meet with parents to discuss student progress or parental concerns as it pertains to academic and social development. Counselors gather information from teachers and may communicate information to parents. If teachers cannot be present, counselors will communicate conference outcomes with student's teachers.

Outcome	Evaluation	Staff	Resources	Preparation
Parent communication will support student success.	Increased communication between parents, teachers, counselors.	Teachers and school counselors	Student grades, student standardized test scores, student progress information.	Schedule all parent conferences with staff and parent. Review student information to be shared with parents.

Department Meetings

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	as needed	1 ½ hours weekly

Need	Objective	Activity
Counselors need to maintain consistent procedures within the department. Maintain regular agenda items and set priority items that change regularly and often. The department needs to meet weekly to ensure communication of all projects and concerns.	To provide counselors with a forum to address changes, projects and problems, and to ensure clear communication between all counselors.	Counselors meet weekly to review programming and events, communicate any concerns, and share pertinent information

Outcome	Evaluation	Staff	Resources	Preparation
All students will receive consistent services and information from the counseling office.	Improved communication between counselors.	Counselors, guidance clerical team	Google Docs, reports, paperwork, agendas	Agenda is prepared by Director of Guidance to include relevant topics and updates and to keep time aside for counselors to address any issues of concern.

At-Risk Intervention Activities

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	Ongoing	30 minutes per student

Need	Objective	Activity
Students in academic jeopardy need additional support and intervention.	To increase student participation and support academic progress.	Counselors meet with students to review interim progress reports and report cards. These meetings may include students, parents, teachers, administrators, psychologists and/or social workers to assist in formulating a plan for student success.

Outcome	Evaluation	Staff	Resources	Preparation
A plan of action will be developed to promote academic success	Follow-up will be documented.	Counselors, parents, psychologists, social workers, administrators	Interim progress reports, report cards, teacher evaluation, progress reports, attendance, parental input	Review progress reports and report cards

Summer School Registration

Target Grade	Time Frame	Preparation Time	Activity Duration
7-12	June	3 weeks	30 minutes per student

Need	Objective	Activity
Students and parents need to be notified of course failures by the teachers and counselors.	To notify parents and students of course failures and summer school registration.	Counselors are given information from teachers regarding students who have failed courses and/or failed state regents' exams in a timely fashion. Counselors notify parents by phone and in writing to inform of student eligibility for summer school.

Outcome	Evaluation	Staff	Resources	Preparation
Parents and students will receive information regarding summer school registration.	Students and parents receive summer school information. Students register. Roster of registered students. Number of students who pass/increase scores of Regents exams.	School counselors, guidance clerical team, summer school Principal.	Course failure/state exam failure lists, summer school forms, Infinite Campus, 4 th quarter report cards.	Collate necessary forms prior to student arrival.

Homebound Instruction Advisement

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	15 minutes	60 minutes per student

Need	Objective	Activity
Circumstances sometimes demand that certain students are unable to attend school. It is therefore required that the schools obtain home instruction for identified students.	To facilitate the provision of homebound instruction for students unable to attend regular classes due to medical, emotional or disciplinary reasons.	Counselors work closely with Pupil Personnel Services to ensure that homebound instruction is being properly provided.

Outcome	Evaluation	Staff	Resources	Preparation
Homebound students will receive required instruction.	Students have access to the required amount of time to work with tutor.	School counselor, teacher, tutor, tutoring agency, attendance office, administrators	Student's schedule. List of tutors and agencies available. Medical/suspension documentation Homebound instruction forms.	Provide information to parents and steps needed. Inform parent to obtain doctor notes or necessary documentation. Coordinate with Pupil Personnel Services.

Academic Acceleration in Middle School

Target Grade	Time Frame	Preparation Time	Activity Duration
6-8	March-July	as needed	as needed

Need	Objective	Activity
Students who have academic ability and strong work ethic will have the opportunity to remain academically challenged.	To identify students in mathematics, science and art who have an interest in an accelerated program.	Students are identified based on grade point average and state assessment scores. Letters are sent to students meeting the criteria. Students have an opportunity to self select into an accelerated course if desired, in consultation with counselors, teachers, and chairpeople.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be placed in accelerated classes for the upcoming school year.	Student academic success.	MS Principal, school counselors, teachers, department chairpeople	Student grades and assessment results	Thoroughly review student grades, standardized tests and teacher recommendations on a yearly basis. Work closely with math, science, and art department chairpeople to select students and notify parents. Monitor student grades and schedule parent/teacher meetings if necessary.

Academic Intervention Services (AIS)

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	All-Year including summer	5-10 hours	3 hours

Need	Objective	Activity
Students are identified as needing AIS to help them be successful in school and to meet the NYS learning standards. Students are identified based upon NYS guidelines (cut-off scores of NYS Assessments), grades, and teacher recommendations.	To help students work towards meeting the NYS learning standards and graduation requirements. Responsible for scheduling students for AIS.	Assist in the monitoring of students receiving AIS.

Outcome	Evaluation	Staff	Resources	Preparation
Students who are identified receive academic support in targeted areas.	Student grades and test scores	School counselors, department chairpeople, administrators, teachers,	Student records, test scores, grades	Review student records, test results and teacher recommendations. Maintain accurate records in AIS and Infinite Campus.

High School Senior Awards Night

Target Grade	Time Frame	Preparation Time	Activity Duration
12	January-June	50-60 hours	3 hours

Need	Objective	Activity
Students receiving scholarships and awards will be acknowledged by the school and community.	Recognizing students for their academic, athletic, and community accomplishments.	High school counselors, Director of Guidance, and clerical team serve as a scholarship committee keeping a database of all awards, contacts and presenters. The Director of Guidance works with a guidance secretary to develop the program and mail invitations to presenters; works closely with secretarial team to develop an audience program.

Outcome	Evaluation	Staff	Resources	Preparation
Students who have earned awards will be recognized by the school and community.	Number of students who are recognized at awards ceremony and input from presenters, parents, administrators and students. The amount of scholarship money raised to support college expenses for students.	Guidance counselors, administrators, guidance clerical team, high school faculty.	High school auditorium, programs for distribution, refreshments for guests and flowers to decorate stage.	Students are encouraged through a scholarship packet mailed to all seniors. Director of Guidance works with scholarship committee to assign awards to present. Awards are stored and arranged for presentation. Checks for specific amounts needed are requested from the business office. Copies of the program are made for all presenters with recipient names. The student program is designed, finalized, copied and folded, without recipient names.

High School Scholarship Opportunities

Target Grade	Time Frame	Preparation Time	Activity Duration
Primarily 12 (Some 9-11)	school year	as needed	10 hours

Need	Objective	Activity
Students need to be aware of the scholarship opportunities available from John F. Kennedy High School and community agencies.	To help students research potential scholarship opportunities.	Students are made aware of scholarships through morning announcements, referral to online resources such as Fast Web and Naviance. Counselors serve on scholarship committee to assist in selecting some recipients.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become aware of, and apply for, various scholarships & recognitions.	Seniors are recognized at the John F. Kennedy High School Awards Night and awarded scholarships, certificates awards given to them by the John F. Kennedy High School Scholarship Committee and other community agencies.	School counselors, scholarship committees, clerical team.	Naviance, scholarship websites. Annual Financial Aid Night, eblast	Daily Bulletin announcements Scholarships posted on Naviance & eblasts sent to parents and students

Instructional Support Team Meetings

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	30 hours	On-Need Basis

Need	Objective	Activity
Students referred by counselors or faculty who are experiencing academic or behavioral difficulties.	To improve the academic performance of students who are at risk.	Meetings with school personnel on a weekly/bi-weekly basis to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a formal plan is written.

Outcome	Evaluation	Staff	Resources	Preparation
Development of appropriate educational plans and programs to maximize students' potential.	Student success is reviewed at scheduled follow up meetings.	Administrators, school counselors, psychologist, social workers, teachers and support staff.	Referral forms, report cards, permanent records, attendance records, behavior observation data collection sheets.	Review student files for background. Meet with teams/teachers to discuss students of concern. Contact parent.

BOCES Counselor Meet/Visitations

Target Grade	Time Frame	Preparation Time	Activity Duration
10-11	September-June	30 minutes each quarter	2-3 hours each meeting

Need	Objective	Activity
Counselors need information and updates regarding vocational training to better prepare students for post high school careers or exploration for college.	Counselors will meet with BOCES staff and area professionals to obtain information which will facilitate technical education learning experiences for students in grades 11 and 12.	Counselors will meet to discuss changes in BOCES opportunities; programmatic expectations and professional development. Counselors will also tour new programs. Counselors set-up half day visitations with BOCES. Students apply through the guidance office. Counselors are chaperones for visitations to BOCES

Outcome	Evaluation	Staff	Resources	Preparation
Students may attend BOCES for technical education as juniors and seniors. Students will have the information needed to decide if they want to attend BOCES Center and if so, which program they want, thus getting vocational training in that area.	Students will receive technical education in the BOCES programs while taking the coursework necessary to earn a New York State Regents/ Local Diploma and CDOS Credential.	School counselors, career professionals, BOCES teachers, and administrators	BOCES program guides and program applications. BOCES webpages	Designated counselor attends quarterly meeting at BOCES and turn-keys information to counseling staff.

BOCES Student Visitations

Target Grade	Time Frame	Preparation Time	Activity Duration
10-11	Spring	2 hours	2 hours

Need	Objective	Activity
Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in BOCES programs.	Counselors will facilitate exposure to technical education opportunities for students in grades 10 and 11.	Counselors will facilitate a half-day visitation to BOCES for interested students to tour programs available to them for the following school year.

Outcome	Evaluation	Staff	Resources	Preparation
Students will select appropriate BOCES programs to attend for their next school year.	Students will complete the one or two year BOCES program and make decisions to continue on or change career direction based on their participation in the BOCES program.	School counselors, clerical team, BOCES personnel.	Mailing, information sheet, BOCES Course Catalog.	Counselors will review courses offered at BOCES as listed in Course Description Guide. Counselors will meet with students who are interested in pursuing vocational training and inform students of application process and deadlines. .

Advanced Placement Program Facilitation

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	September-May	5 hours Registration, 15 hours Administration 2 hours Package Exam	2 weeks in May

Need	Objective	Activity
Student need to be given the opportunity to take challenging courses that can potentially earn them college credit/placement	To offer courses to students that will expand their coursework and provide a variety of academic experiences.	Teachers will recommend students for AP courses. Input from counselors and teachers along with admission criteria (with self-selection policy) will help ensure appropriate placement in AP Classes.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be programmed in AP courses based on teacher/counselor recommendations/ consultations and student selection.	A greater number of students will take more challenging courses, expanding the number of students taking Advanced Placement courses and Advanced Placement exams.	H.S. Counselors, H.S. Principal, Teaching staff, Advanced Placement Coordinator, Department Chairpeople	John F. Kennedy High School Master Schedule, College Board Website.	Director of Guidance and clerical team will coordinate Advanced Placement testing over a several week period in May. Enough tests will be ordered for students enrolled in AP classes as well as additional requests. Testing accommodations will be offered to all those students who have been approved by College Board.

College Level Courses

Target Grade	Time Frame	Preparation Time	Activity Duration
11-12	August-June	On-going	On-going

Need	Objective	Activity
Students are given the opportunity to take college-level courses at John F. Kennedy High School.	To offer courses to students that will expand their level of coursework and provide a variety of academic experiences. To expose students to the rigor of college level work and to aid them with the transition to college, possibly earn college credit and demonstrating college readiness and enhance their chances of admission to college.	Counselors and faculty to discuss benefits of taking college level course offerings to students and parents.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for college-level courses.	Greater number of students will enroll in college level classes and earn college credit	High school counselors, high school administration, Department Chairpeople, Assistant Superintendent of Curriculum and instruction.	John F. Kennedy High School Master Schedule, course curriculum guide	Annual review of college level course offerings, training of faculty, and articulation with college/university personnel.

Regents Exams

Target Grade	Time Frame	Preparation Time	Activity Duration
8-12	October - June	On-going	2-3 hours

Need	Objective	Activity
Students and their parents need to be informed of state assessments needed to graduate from high school and/or to receive various diploma types and credentials.	To ensure that all students have the opportunity to meet state exam graduation requirements.	Review students' records to determine diploma eligibility

Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for college-level courses.	Greater number of students will enroll in college level classes and earn college credits.	High school counselors, high school administration, Department Chairpeople, Assistant Superintendent of Curriculum and instruction.	John F. Kennedy High School Master Schedule	-Annual review of college level course offerings

Student Intervention

Optimally, students come to school ready to learn. However, there may be factors that negatively impact student attendance and learning. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise, the guidance staff has a variety of ways to deal with them. These can include interventions within the school or referral to outside agencies. Interventions are made when a student has attendance, behavioral, home or academic problems.

In-school intervention may consist of crisis counseling, individual counseling, and referral to the student review team or referral to the Committee for Special Education. Students may be referred to our school psychologists/social workers to help resolve disputes. In some cases, when interventions have been unsuccessful or when students or parents are unable, or unwilling to come to the school to meet, a home visit may be made.

If issues that students and families deal with are beyond the realm of what the school is able to offer, referrals are made to community agencies. This could involve outside counseling or intervention services, such as a PINS petition. These interventions are all focused on helping the student and/or the family to be in a better position to be successful.

Middle School Classroom Lessons

Target Grade	Time Frame	Preparation time	Activity Duration
5-8	Year long	41 minutes	41 minutes

Need	Objective	Activity
Students need intentional classroom lessons that address academic, social and behavioral needs.	For students to learn skills that strengthen academic performance, character and support social and behavioral needs with the purpose of building skills for positive citizenship.	Counselors will provide instruction to address academic, social or emotional concerns affecting the class, on an as needed basis.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills that are immediately applicable in their daily life.	Students will participate in exit ticket activity to evaluate understanding.	Counselor, teachers	Research based practices	Counselor will determine needs based on feedback from parents, principals, and teachers as well as specific middle school needs and topics that address current events or trends. Counselor and teachers will work together to create a mutually convenient schedule for lessons.

Individual and Group Counseling

Target Grade	Time Frame	Preparation Time	Activity Duration
k-12	School Year	On-going, as needed	On-going, as needed

Need	Objective	Activity
Students are given the opportunity to meet with their counselors on an individual and group-basis.	To offer students academic, social, and emotional guidance on an individual and group-basis.	all services are based upon student needs; academic counseling, social and emotional counseling, crisis intervention, conflict resolution, mediation, bereavement, changing families counselling, anger and stress management, new student liaison, time management and organizational skill building, study skills counseling, transition planning, career counseling, decision making skills building, public speaking and interview coaching, problem solving training

Outcome	Evaluation	Staff	Resources	Preparation
Students will build a rapport with his/her counselor and demonstrate social, emotional, and academic growth.	student surveys and general feedback	School counselors	counselors, ongoing professional development	planned activities for groups, ongoing professional development, open-communication with student's team (i.e. parents, teachers), communication with outside treating professionals

Special Education/504 Advocacy

Target Grade	Time Frame	Preparation Time	Activity Duration
k-12	School Year	As needed, ongoing basis	As needed, ongoing basis

Need	Objective	Activity
If students are not reaching their academic potential, counselors will meet with parents, administration, and support staff as needed to discuss and implement additional accommodations.	advocate for needs of our students	Serve on Committee on Special Education Case Manager for Declassified and 504 students Facilitate and lead case conferences Serve on instructional support team

Outcome	Evaluation	Staff	Resources	Preparation
Counselors will assist students in advocating for needs	student and parent feedback	Administrators, school counselors, faculty	504, declass, and IEP documents	Review Cluster Finder, Career Survey, complete transition section of IEP, and complete the guidance report.

Child Protective Services Referrals

Target Grade:	Time Frame	Preparation Time	Duration
K-12	When necessary	30 minutes	1 hour

Need	Objective	Activity
Student safety	To support students when their safety may be compromised and to report incidents as mandated.	If a student describes an incident that warrants a report to Child Protective Service, that initial person is obliged to call CPS and file a report.. If a physical injury is reported, the student should be seen by the school nurse for documentation. If a CPS worker visits the school, the counselor will stay with the student during questioning. Counselors will follow up taking any necessary and appropriate steps needed. The principal must be informed.

Outcome	Evaluation	Staff	Resources	Preparation
Students are safe and supported allowing them to refocus on their education. Agency investigates allegations.	Students are safe.	Any mandated reporter who works in school including all Faculty, Counselors, Social Worker, Psychologists, Nurses, Administrators.	Referral form Child Protective Services.	Compile data and evidence for referral Call CPS and file report Inform building principal

Digital Citizenship

Target Grade	Time Frame	Preparation time	Activity Duration
K-12	Year long	30 Hours	On going

Need	Objective	Activity
Students need to understand responsible usage of online resources.	For students to learn the impact of their digital footprint.	Peer mentor presentations, guest speaker presentations, classroom lessons, presentation to the parents, library and media activities, resources distributed to parents and students.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain understanding of their digital footprint and make appropriate decisions.	Students will participate in an exit activity to evaluate understanding.	Counselor, teachers, administrators, library and media specialist, community resources	Guest speaker, power-points,	The Digital Citizenship Committee trains student mentors and prepares presentation. Coordinate activities in each building.

Transitions

Entering a new school year can be challenging for students and their parents. As a way of assisting students new to the district and those who are transitioning from one school to another, the school counseling department has developed a series of orientation programs.

Information is disseminated through a series of evening parent programs and classroom presentations for students. Parent meetings are planned to inform them of school expectations and procedures, so that they might plan an active role in helping their children attain optimal academic success.

Parent Orientations

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 4th to 5th and 8th to 9th	January, June, August	2 hours	2 hours

Need	Objective	Activity
Parents with children entering middle and/or high school require information about school programs and expectations.	To provide an overview about middle and/or high school programming including course opportunity, the team-teaching concept, and the school's expectations for student success.	The orientation(s) is publicized on the school calendar and email blasts. Administrators and school counselors are introduced and a presentation is made focusing on relevant school information.

Outcome	Evaluation	Staff	Resources	Preparation
Parents will have a comprehensive understanding of the middle/high school program. They will be aware of student responsibilities. Future communication and support will be encouraged.	Follow-up individual conferences will be scheduled with counselors upon request.	Administrators, school counselors	Auditorium: Informational packets, Power-Point presentation	Prepare presentation for counselors. Prepare peer mentors for presentation

Student Orientations

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 4th to 5th and 8th to 9th	May, June, August	2 hours	2 hours

Need	Objective	Activity
Students need information about the schools to assist in a smooth transition.	To provide students with accurate information concerning the location, support personnel and the activities of the schools. To aid students with transitioning to their new school.	Field trip for all of the 4th and 8th grade classes to visit their new schools for half day activities including an introduction assembly, meeting key support personnel, administration, touring the building by student leaders, and presentations from various clubs and academic disciplines.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with their new schools and resources that are available to them.	Anecdotal feedback welcomed	School counselors, administrators, student leaders	Transportation, chaperones	Prepare activity, agenda, student leaders

Fifth Grade Guidance Classroom Presentation

Target Grade	Time Frame	Preparation Time	Activity Duration
5	September	20 minutes	41 minute class period

Need	Objective	Activity
Students need information about the middle school counseling department and its services.	To provide students with accurate information concerning the location, the personnel and the activities in the middle schools.	The school counselor meets with 5 ^h grade students during a class period. Information about the school and counseling services are addressed in the ensuing discussion.

Outcome	Evaluation	Staff	Resources	Preparation
Familiarize students with their counselors and counseling services.	Immediately following the classroom discussion period, students will complete a questionnaire.	5 th grade school counselor	Classroom, counselors, questionnaires	Prepare activity and schedule times with 5th grade teachers.

Eighth Grade Transition to High School

Target Grade	Time Frame	Preparation Time	Activity Duration
8	January-February	20 minutes	41 minute class period for presentation 20 minute for individual meeting

Need	Objective	Activity
Students need information about high school graduation requirements and available courses.	To provide students with accurate information concerning their high school program.	<p>The school counselor meets with 8th grade students during a class period. Information about the school and counseling services are addressed in the ensuing discussion.</p> <p>Counselors meet individually with the student and parent/guardian to select appropriate courses.</p>

Outcome	Evaluation	Staff	Resources	Preparation
Familiarize students with high school courses and graduation requirements	Following the classroom discussion, students complete a course selection sheet.	8 th grade school counselor and Director of Guidance	Course description guide, course selection sheets	<p>Prepare classroom lesson.</p> <p>Schedule times with 8th grade teachers.</p> <p>Schedule individual appointment meetings with student and parent/guardian</p>

High School 101

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 8th to 9th	School Year	1 hour/week	2 hours/activity

Need	Objective	Activity
Middle school students need information about social, emotional and academic expectations in the high school.	To aid students with transitioning to the high school.	8th graders participate in three “High School 101” presentations, focusing on social, emotional, and academic high school expectations. High School 101’s are presented auditorium and small-group style. In addition, 8th graders have the option to be assigned a one-to-one high school mentor.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with high school social, emotional, and academic expectations.	8th graders are surveyed about High School 101 experience.	School counselors, administrators, peer mentors	auditorium, Powerpoints, peer mentor scripts	Prepare Powerpoint, peer mentor training

Eighth Grade Parent/Student Orientation Night-Open house

Target Grade	Time Frame	Preparation Time	Activity Duration
8 Focus Transition 8 into 9 th .)	December-January	5 hours	2 class periods

Eighth grade students need information regarding required and elective course opportunities open to them in the high school.	Eighth grade students will be educated regarding ninth grade opportunities and become familiar with course selection forms for their upcoming year's schedule.	Counselors will meet with all 8 th grade students. Course information will be discussed. Also, the importance of doing well in 8 th grade will be stressed as a foundation for future learning. Extracurricular activities and sports option will also be presented at this time.		
Students will pre-select courses for ninth grade conditional upon their successful completion of eight grade courses..	Students make appropriate selection on the 9 th grade course selection form.	8 th grade school. Counselor custodial staff	Course Description Guide and course selection form. Current student schedule. Student report card. List of students needing additional support classes Power Point Auditorium.	Update Power Point Presentation for Assembly. Prepare 9 th grade course selection for and Course Description Guide for students. Schedule assembly Collect all forms from students by due date and follow up with those who have not yet handed in form. Highlight proper elective classes to be entered into school tool. Send copy of course selections to parents to verify elective choices. Send copy of course selections to parents to verify elective choices. Maintain request changes through-out remainder of the year and update school tool.

Individual Eighth to Ninth Grade Scheduling and Parent Chats

Target Grade	Time Frame	Preparation Time	Activity Duration
8 Focus: Transition 8 th into 9 th	February-June	5 minutes per student	10 minutes per student

Individually schedule eighth grade students to the ninth grade high school program.	Eighth grade students will be programmed for the ninth grade based of eighth grade teacher recommendations for academic placement, grades through quarter 3, required courses and student selection of elective courses. Parents will also be educated to assist students with the choices presented.	Scheduling eighth grade students for their ninth grade program of study. Parents are invited to 8 th into 9 th grade. Parent Chats to discuss courses offered at the high school with both the middle school and high school counselor there for questions.		
Students will be provided with a tentative ninth grade program of study conditional upon successful completion of eight grade courses. Parental signature requested. Parents will be informed to help students make good choices.	Students and parents receive a tentative course request form to verify for accuracy of placement.	Middle School counselors to coordinate recommendations received from 8 th grade teachers. Approval for academic placement from curriculum coordinators.	Course offering book, course selection forms, and teacher recommendation lists.	Schedule time for individual meetings. Prepare course selection sheets. Maintain request changes throughout remainder of year from academic staff. Coordinate with middle school administration, curriculum coordinators and teachers.

Counselors Articulation Meeting

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 4th into 5th 8 th into 9th	May/June	1 Hour	1 Hour per counselor

Counselors Articulation Meeting				
The counselors need information about their incoming students.		To obtain academic and developmental information for incoming students from their prior counselors.		School counselor meets with the former counselor to discuss his/her future caseload of students.
Counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students.	School Counselors	Student records, Meeting room	Prepare list of students in caseload to review as well as 504/IEP pertinent information

New Student/Parent Registration

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	15 Minutes	2 hours per registration

<p>New students need to be registered in a timely manner to be able to access their education as soon as possible.</p>	<p>To accurately place students in classes leading to fulfill graduation requirements and assist students to be college & career ready.</p>	<p>Register student - Meet with student and parent/guardian to review previous records and determine course placement (i.e. ENL, special education, etc). Contact prior school counselor.</p>
--	---	---

Outcome	Evaluation	Staff	Resources	Preparation
<p>Students will be scheduled for appropriate courses that will allow them to pursue career goals as well as meet graduation requirements.</p>	<p>Receipt of registration documents. Verification of course selection based on previous school records.</p>	<p>Counselors, Registrar, Department Chairpeople</p>	<p>new student packet, Infinite Campus log-in</p>	<p>Prepare new student packet materials. Create schedule to meet graduation requirements. Obtain academic information from previous schools. Provide student with appropriate orientation (i.e. tour, locker, etc.)</p>

New Student Screening

Target Grade	Time Frame	Preparation Time	Activity Duration
School Year	Ongoing Basis	30 Minutes	Up to 2 hours

Need	Objective	Activity
As new students enter the school district, assessment is required to determine appropriate placement, including possible special education or accelerated consideration.	To assess instructional levels of all new students entering the district.	Review records and interview student and parent to determine need for additional testing before placing student in classes.

Outcome	Evaluation	Staff	Resources	Preparation
Parents will have a comprehensive understanding of the school program and graduation requirements. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged.	Follow up meeting with counselor and/or Chairpeople to assess transition. Success in classes that were assigned.	Administrators (ENL and Special-Ed), school counselors, teaching and support staff.	Transcript from previous school including educational assessments	Schedule testing if necessary Review records from previous school Transcript evaluation Call former school, if necessary

Inter-District Records Retrieval and Assessment

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	Year-round	30 Minutes	2 hours

Counseling Publications

The Counseling Department writes and/or updates a number of publications each year. These are designed to provide students and their parent's/guardian's with important and timely information.

The counseling webpage of the Plainview-Old Bethpage School District website provides up-to-date information about guidance activities, evening information events and Naviance Family Connection and Parent Portal information. Our page also provide links that will help students find important websites for college admission testing information, scholarship and college search engines.

Some of the written documents available in the Guidance office are:

Our [School Profile](#) provides a description of Plainview- Old Bethpage JFK High School and is included with every college application.

The [Curriculum Guide](#) provides students and parents with detailed information of courses offered at Plainview Old-Bethpage JFK High School.

The [Guide to College Admissions](#) is a step-by-step guide to the college selection and application process.

The Guidance Newsletter is a quarterly publication which highlights the events of the district wide guidance department as well as articles that may be used a resources to help parents in working with their children.

The Guidance Department also updates its twitter account periodically @pobguidance.

