

# Goshen Central School District



## *Comprehensive Guidance Plan 2017-2018*

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# **MISSION STATEMENT**

## **GOSHEN CENTRAL SCHOOL DISTRICT**

The mission of the Goshen Central School District is to create lifelong learners who demonstrate personal well-being and civic responsibility.

Our mission is accomplished through the knowledgeable professionals who provide a quality education for our students and who themselves are lifelong learners.

Our welcoming and supportive school environment provides a student centered, standards-based curriculum that is relevant, challenging, and instills an appreciation for learning that will last a lifetime.

### **Guidance Mission**

The Goshen Central School District Guidance Staff work to foster each student's social, emotional, academic, and career development to maximize their educational potential.

### **Objectives of K – 5 Counseling Services**

To prepare students to participate effectively in the current educational programs and in life

To prepare students to participate effectively in their future educational program and their lives

To help students who exhibit attendance problems

To help students who exhibit academic problems

To help students who exhibit behavioral or adjustment problems

To help students cope with family issues that impact their education and life

To educate students concerning the awareness of child sexual abuse

To encourage involvement by parents and guardians

To preserve and support the social and emotional health of all students

To engage parents in an opportunity to address our students' social emotional and health needs

## **Objectives of 6-12 Counseling Services**

- To provide an annual review of each student's educational progress and career plans with reviews to be conducted with each student individually or with small groups by personnel certified as school counselors
- To provide comprehensive, developmental counseling services for all students who are in need of support with attendance, academic, career and personal/social issues
- To help students who exhibit attendance problems, academic problems, behavioral or adjustment problems, family issues that impact their education and life
- To preserve and support the social and emotional health of all students
- To evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities, aptitudes and interests; and to develop a schedule of course work that support progress toward NYS Diploma requirements
- To inform parents and guardians of student progress and involve them in guidance related services
- To provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner
- To provide consultation services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students
- To maintain a working relationship with all agencies involved with youth
- To address the needs of students with handicapping or special conditions
- To provide effective communication to the school community and the community at large
- To engage parents in an opportunity to address our students' social emotional and health needs

## **The Rationale for a Comprehensive School Counseling Programs**

*A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students that:*

- ensures equitable access to a rigorous education for all students*
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program*
- is delivered to all students in a systematic fashion*
- is based on data-driven decision making*
- is provided by a state-credentialed professional school counselor*

*Effective school counseling programs are a collaborative effort between the professional school counselor, families and other educators to create an environment promoting student achievement. Education professionals, including professional school counselors, value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.*

- Quoted and Adapted from the American School Counselor Association

## **Resources**

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# Goshen Central School District Elementary

## Guidance Plan for Grades K-5

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### *GUIDANCE OBJECTIVE 1*

**Program Objective:** The program prepares students to participate effectively in the current educational programs and in life.

**ACTIVITIES:**

- a. Study Skills/Social Skills
- b. Student/Teacher and Student /Counselor Conferences on Academic Progress
- c. Instruction about appropriate behavior and pro-social skills
- d. Reinforce Responsive Classroom techniques, language, and activities

**EXPECTED OUTCOME(S):**

- Student will maintain achievement levels appropriate to their ability and maturity in all curricular areas
- Students will maintain an observable interest and effort in their school work
- Students will demonstrate interpersonal communication and problem solving and pro-social skills as appropriate to their grade level
- Student will be emotionally present and able to learn

**ANNUAL ASSESSMENT:**

- Student achievement will be measured by progress notes and report cards each marking period
- Student interest and motivation will be noted by the classroom teacher and also by their report card grade
- Interpersonal communications and problem-solving skills growth will be noted by the classroom teacher and school personnel

### *GUIDANCE OBJECTIVE 2*

**Program Objective:** To prepare students to participate effectively in their future educational program and their lives.

**ACTIVITIES:**

- a. Pre-Enrollments, New Entrant Screening, Orientation of Kindergarten Registrants
- b. Benchmark Assessments in ELA and Mathematics
- c. Student Orientation, Parent Orientation, Open House

**EXPECTED OUTCOME(S):**

- Student will demonstrate continuous achievement as they progress through the grade levels between the primary and intermediate levels
- Failure rate will remain stable or decrease
- Students receiving remedial instruction will make satisfactory progress in the areas of remedial instruction

**ANNUAL ASSESSMENT:**

- Report card grades each marking period: standardized test results, classroom evaluations, and Response to Intervention (RtI) Teams
- Continuous monitoring of students in AIS programs

***GUIDANCE OBJECTIVE 3***

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

**ACTIVITIES:**

- a. Case management
- b. Regular attendance monitoring and reporting
- c. Telephone calls/letter sent to parents
- d. Individual counseling
- e. Parent conferences
- f. Home visits
- g. Referrals to community organizations or legal system

**EXPECTED OUTCOME(S):**

- Students will attend school regularly as a result of this process.
- Failure rate will remain stable or decrease
- Parents will cooperate with the school to ensure the regular attendance of the students

**ANNUAL ASSESSMENT:**

- Review of monthly and year-end student attendance records



#### ***GUIDANCE OBJECTIVE 4***

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

**ACTIVITIES:**

- a. Parent/Teacher conferences
- b. Universal screening of all students per building assessment plan
- c. Referral to Response to Intervention (RtI) Team
- d. Congruency meetings between intervention providers and classroom teachers
- e. Individual counseling
- f. Group counseling

**EXPECTED OUTCOME(S):**

- The classwork and homework of students in the programs will improve
- The report card grades of students in the program will improve
- The students will demonstrate responsible behavior towards completing assignments

**ANNUAL ASSESSMENT:**

- Observation notes from classroom teacher
- Improvement noted on the students' report cards

#### ***GUIDANCE OBJECTIVE 5***

**Program Objective:** To help students who exhibit Behavioral or adjustment problems

**ACTIVITIES:**

- a. Instruction on classroom behavior and pro-social skills
- b. Parent/Teacher conferences in coordination with principal, guidance counselor, and/or social worker
- c. Assessment by Response to Intervention RtI Team (IST)
- d. Individual counseling
- e. Group counseling
- f. Support/referral to school administrator for disciplinary purposes
- g. Support/referral to Committee on Special Education (CSE)
- h. Referral to school psychologist
- i. Referral to community agencies
- j. Handbooks including discipline policies distributed to parents K – 5

**EXPECTED OUTCOME(S):**

- Student behavior will improve
- Student adjustment to school will improve

**ANNUAL ASSESSMENT:**

- Data collection and analysis of reported disciplinary problems
- Student population enjoying their educational experience

***GUIDANCE OBJECTIVE 6***

**Program Objective:** To educate students concerning the avoidance of child sexual abuse.

**ACTIVITIES:**

- a. Instructional unit in curriculum
- b. Individual counseling
- c. Parent conferences
- d. Referral to community agencies

**EXPECTED OUTCOME(S):**

- Students will develop the ability to recognize potentially dangerous situations
- Students will develop the ability to identify their feelings when their personal safety is threatened
- Students will develop the ability to identify an adult in whom they can safely confide their feelings
- Parents will understand the scope of the guidance program

**ANNUAL ASSESSMENT:**

- Classroom teacher observation of student response
- Parent feedback
- Social worker feedback

***GUIDANCE OBJECTIVE 7***

**Program Objective:** Help students deal with family issues that impact their education and life.

**ACTIVITIES:**

- a. Individual counseling
- b. Group counseling

- c. Social worker/parent conferences
- d. Referral to community agencies
- e. Assessment/monitoring by case management team

**EXPECTED OUTCOME(S):**

- Improved academic performance
- Students will develop the ability to identify their feelings
- Students will develop coping mechanisms
- Parents will understand the scope of the guidance program

**ANNUAL ASSESSMENT:**

- Classroom teacher observation of student response
- Parent feedback
- Social Worker feedback

***GUIDANCE OBJECTIVE 8***

**Program Objective:** To encourage parental involvement

**ACTIVITIES:**

- a. Current report card conferences/progress reports
- b. Team meetings
- c. Parent/Teacher conferences
- d. Open House/Parent Orientation etc.
- e. Parent orientation meetings regarding future educational programs
- f. Notices to parents, report cards, progress reports, informal communication, notice of AIS services letter
- g. Parent Teacher Organization (PTO)

**EXPECTED OUTCOME(S):**

- Encouragement of parental awareness, involvement and support of the development of the goals designed for their child
- Encouragement of mutual communication between parent and school personnel
- Parents will develop a clear understanding of school services and programs for children

**ANNUAL ASSESSMENT:**

- Parental feedback

- Teacher/Principal/Counselor observation
- Progress reports/report card comments

### ***GUIDANCE OBJECTIVE 9***

**Program Objective:** To Preserve and Support the Social and Emotional Health of all students.

**ACTIVITIES:**

- a. Individual counseling
- b. Group counseling
- c. Crisis intervention
- d. Suicide/self injurious/violent behavior assessments
- e. Social histories and updates
- f. Functional Behavior Analysis/Behavior Intervention Plans (FBA/BIPs)
- g. CPS calls
- h. Conflict management, peer mediation, and restorative conferences
- i. Support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives

**EXPECTED OUTCOME(S):**

- Students will feel comfortable in their educational setting
- Students will learn and demonstrate good character
- School faculty will teach and model good character
- Students will have the appropriate support for their social and emotional issues

**ANNUAL ASSESSMENT:**

- Student's level of comfort will be monitored by classroom teacher
- A measurable reduction in discipline referrals for all students will occur
- Formalized observation by administrator
- Reassessment of the guidance program on a yearly basis

# C.J. Hooker Middle School/ Goshen Central High School

## Guidance Plan for Grades 6-12

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### *GUIDANCE OBJECTIVE 1*

**Program Objective:** To provide an annual review of each student's educational progress and career plans with reviews to be conducted with each student individually or with small groups by personnel certified as school counselors.

#### **ACTIVITIES:**

Student – Counselor Conferences

#### **EXPECTED OUTCOME(S):**

- Students will develop the ability to correctly identify his or her academic ability and achievement levels.
- Students will develop the ability to relate present academic ability and achievement levels to future educational and career plans.

#### **ANNUAL ASSESSMENT:**

- Counselor notes
- Student guidance folder

### *GUIDANCE OBJECTIVE 2*

**Program Objective:** To provide comprehensive, developmental counseling services for all students needing support with academic, career and personal/social issues.

#### **ACTIVITIES:**

Provide individual, group counseling, and push-in classroom services to assist students in self-understanding, understanding others, clarifying values and problem solving. Areas to be addressed include:

- a. academic
- b. bullying awareness
- c. emotional
- e. interpersonal
- f. attendance

#### **EXPECTED OUTCOME(S):**

- Students will demonstrate interpersonal communication and problem solving skills as appropriate
- Students will demonstrate appropriate coping strategies in above areas

- Students will understand the process for reporting bullying related incidents
- Students will show consistent attendance to counseling groups and individual meetings
- Students will maintain and show continued progress academically with grades equal to their ability level

**ANNUAL ASSESSMENT:**

- Student achievement is monitored through school wide progress reports and report cards
- Counselor record keeping of student attendance
- Review report cards and track student progress
- Attend academic team meetings and parent teacher conferences to get teacher input of peer relationships and student progress
- Review peer mediation data
- Interpersonal communication, problem solving, and coping strategies will be noted by classroom teachers, as well as discussions in team meetings and parent conferences

***GUIDANCE OBJECTIVE 3***

**Program Objective:** To help students who exhibit attendance problems, academic problems, behavioral or adjustment problems, family issues that impact their education and life

**ACTIVITIES:**

1. Case management
2. Regular attendance reporting
3. Telephone calls or letters sent to parents
4. Referrals to community organizations or legal system
5. Referral to assessment by Response to Intervention (RtI) Team
6. Instruction on classroom behavior
7. Parent/Teacher conferences in coordination with principal, guidance counselor, and/or social worker
8. Individual counseling
9. Group counseling
10. Support any referral to school administrator for disciplining purposes
11. Support/referral to Committee on Special Education (CSE)
12. Referral to school psychologist
13. Referral to community agencies
14. When necessary, review discipline policies distributed to Parents 6-12

**EXPECTED OUTCOME(S):**

- Students will attend school regularly as a result of this process. Failure rate will remain stable or decrease

- Parents will cooperate with the school to ensure the regular attendance of the students
- The class work and homework of students in the programs will improve
- The report card grades of students in the program will improve
- The students will demonstrate responsible behavior towards completing assignments
- Student behavior will improve
- Student adjustment to school will improve

**ANNUAL ASSESSMENT:**

- Review of monthly and year-end student attendance records
- Observation notes from classroom teacher
- Academic improvement noted on the student(s) report card
- A reduction in the number of reported disciplinary problems
- Student population enjoying their educational experience

***GUIDANCE OBJECTIVE 4***

**Program Objective:** To preserve and support the social and emotional health of all students.

**ACTIVITIES:**

- a. Individual counseling
- b. Group counseling
- c. Crisis intervention
- d. Suicide/self injurious/violent behavior assessments
- e. Social histories and updates
- f. CPS calls
- g. Conflict management, peer mediation, and restorative conferences.
- h. Support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives
- i. Referrals to outside therapists or other mental health professionals and/or organizations

**EXPECTED OUTCOME(S):**

- Students will feel comfortable in their educational setting.
- Students will learn and demonstrate good character.
- School faculty will teach and model good character.
- Students will have the appropriate support for their social and emotional issues.

**ANNUAL ASSESSMENT:**

- Student's level of comfort will be monitored by classroom teacher
- A measurable reduction in discipline referrals for all students

- Formalized observation by administrator
- Reassessment of the guidance program on a yearly basis

### ***GUIDANCE OBJECTIVE 5***

**Program Objective:** To evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities/aptitudes and interests, and to develop a schedule of courses that support progress towards NYS Diploma requirements.

**ACTIVITIES:**

- a. Monitor report cards and progress reports when issued
- b. Initiate student/parent/teacher conferences
- c. Make adjustments to programs and schedules when necessary
- d. Gather data on students' abilities, aptitudes and interests through state/standardized testing and cumulative records
- e. Obtain and utilize information from teachers' observations and recommendations
- f. Publish course description booklet containing general information and descriptions of courses (HS)
- g. Provide information regarding Career and Tech Center through O-U BOCES (HS)
- h. Conduct individual and/or small group counseling sessions on program and course selections.
- i. Maintain school records and verification of graduation credits and requirements (HS)
- j. Work with graduating seniors on post-high school planning (includes application assistance, transcript preparation, financial aid, scholarship information and letters of recommendation) (HS)
- k. Individual meetings with students and parents for high school course selections
- l. Review of records to ensure proper placement of new students
- m. Coordinate with academic teams for appropriate placement in extra-help sessions
- o. Assist 10th grade students in "Career Readiness" through implementation of online career assessment inventory (HS)

**EXPECTED OUTCOME(S):**

- Students will maintain achievement levels appropriate to their ability in all academic areas
- Students are placed in appropriate regular/remedial/accelerated programs
- Increased student awareness of availability of course offerings and selections at all grade levels
- Increased student organizational skills

**ANNUAL ASSESSMENT:**

- Counselor and staff review of report cards



- School support staff review state assessments for appropriate academic placement
- Review course requests report and IEPs to ensure appropriate student placement for upcoming year

### ***GUIDANCE OBJECTIVE 6***

**Program Objective:** To inform parents/guardians of student progress and involve them in guidance related services.

**ACTIVITIES:**

- a. Conduct fifth and eighth grade parents/guardians orientation programs
- b. Participate in summer orientation program for incoming sixth/ninth graders
- c. Sponsor college financial aid/scholarship information program (HS)
- d. Conduct college informational program (HS)
- e. Notify parents/guardians of student program plans and changes and encourage them to be involved in the planning process
- f. Conduct telephone conferences with parents when appropriate
- g. Send home state/standardized test results with appropriate explanations
- h. Notify parents of seniors who may not graduate (HS)
- i. Participate in Open House activities
- j. Notify parents of student retention
- k. Maintain guidance website information
- l. Meet with all ninth graders in small groups (HS)
- m. Notify parents of college testing opportunities (HS)

**EXPECTED OUTCOME(S):**

- Increase in parent knowledge base: parents develop a clear understanding of school services and programs for children
- Students and parents are more prepared and less anxious for their transition into middle/high school, college, trade school or the world of work
- Ongoing consultation with parents and teachers to ensure highest level of student performance and encourage open lines of communication
- Easily accessible information to parents via the Internet

**ANNUAL ASSESSMENT (6-8):**

- School staff evaluates for less student disruption during transition to middle school
- Parental feedback on satisfaction of parent/teacher/guidance communication via phone, written etc

- Progress reports and report card comments
- Monitor the attendance for new orientation and participation of older grade for the events
- Monitor the response of parents coming in for eighth grade scheduling meetings
- Record the response to student retention phone calls
- Survey new students on their transition to the middle school

**ANNUAL ASSESSMENT (9-12):**

- Monitor attendance at parent evening programs
- Feedback from ninth grade individual meetings and student surveys
- Monitor progress reports and report card comments as well as parent/teacher/ counselor conferences

***GUIDANCE OBJECTIVE 7***

**Program Objective:** To provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner.

**ACTIVITIES:**

- a. Conduct individual/group guidance sessions concerning career planning. Sessions involve an exploration of careers and about career planning skills
- b. Utilize Naviance and other computer related sources (HS)
- c. Cooperate with Career Internship Coordinator in the teaching of skills concerned with job applications, resumes, interviews, etc. (HS)
- d. Provide students opportunities for career exploration through the Career Internship Program (HS)
- e. Mentor students on opportunities for job shadowing and internships (HS)
- f. Maintain a career portfolio for each student through Naviance (HS)

**EXPECTED OUTCOME(S):**

- Students have an increased knowledge base of career options and information
- Coordinate with home and career teacher to assess student interests
- Students are able to match careers to their abilities/interests

**ANNUAL ASSESSMENT:**

- Career assessment surveys through Home & Career and via Naviance to promote discussions on career and college readiness and high school planning (HS)
- Counselors ensure accurate placement in career and technical programs (HS)

### ***GUIDANCE OBJECTIVE 8***

**Program Objective:** To provide consultation services to teachers, student support personnel, parents, administration in understanding and meeting the individual needs of students.

**ACTIVITIES:**

- a. Maintain a student folder for each student containing data relevant to academic performance including academic and testing records
- b. Consult with parents as needed
- c. Make recommendations for revisions in course offerings in keeping with the changing needs of students
- d. Attend team meetings and discuss students
- e. Attend Response to Intervention RtI Team (RtI) Meetings

**EXPECTED OUTCOME(S):**

- Counseling will have more knowledge of student achievement and behavior
- Prevention of escalation of student at risk behaviors
- Reduction in the number of missed assignments, classes, and disciplinary problems
- Feedback from counseling staff and administration
- Monitor the number of students who attend Alternative Educational programs and the reason for the referral (HS)

**ANNUAL ASSESSMENT (9-12):**

- Track referrals to Alternative High School and GED programs

### ***GUIDANCE OBJECTIVE 9***

**Program Objective:** To maintain a working relationship with all agencies involved with youth.

**ACTIVITIES:**

- a. Refer students and parents to appropriate public and private agencies dealing with specific problems
- b. Maintain contact with agencies through mutual visits and/or by telephone
- c. Maintain list of hotline and emergency numbers and self-help groups
- d. Coordinate with school social worker and school psychologist on agency listings and appropriate referrals for students and families

**EXPECTED OUTCOME(S):**

- Decrease in crisis incidents
- Increased ability to quickly provide help in time of crisis to students and families

**ANNUAL ASSESSMENT:**

- Able to give students proper help and referrals in crisis situations

***GUIDANCE OBJECTIVE 10***

**Program Objective:** To address the needs of students with disabilities or other special needs.

**ACTIVITIES:**

- a. Work with district's Committee on Special Education in implementation of Individual Education Plan (IEP) and transition plans
- b. Work with school psychologist and school social worker to inform teachers and other staff members about special students problems and needs
- c. Refer students to CSE when appropriate
- d. Maintain appropriate contact with parents of students with special needs
- e. Parent/Team Conferences

**EXPECTED OUTCOME(S):**

- Counselors are able to better serve students with special needs by coordination with support service staff
- Ensure appropriate placement in all academic and related service areas

**ANNUAL ASSESSMENT:**

- Attend yearly CSE and 504 meetings
- Observation and feedback provided by teachers, school psychologist and social worker
- Consultation with special education staff and teachers on program availability and needs for students

**ANNUAL ASSESSMENT (9-12):**

- Attend annual reviews meetings
- Monitor report cards and student achievement

***GUIDANCE OBJECTIVE 11***

**Program Objective:** To provide effective communication to the school community and the community at large.

**ACTIVITIES:**

- a. Disseminate counseling related information in local newspapers, district, principal, and counselor newsletters
- b. Email, post online, or mail home guidance related information

- c. Publish appropriate middle and high school documents, course guides and college planning books for students and parent use
- d. Maintain guidance websites
- e. Maintain guidance bulletin boards with pertinent information
- f. Correspond with parents/guardians by telephone, mail and email

**EXPECTED OUTCOME(S) (6-12):**

- Increase in positive community relations and feedback regarding middle school and high school guidance program
- Increase in community understanding and response to information
- Community has information easily accessible through district website and bulletin boards

**ANNUAL ASSESSMENT (6-12):**

- Community feedback to counseling staff
- Observation and feedback from administration

## *Tentative Calendar of Activities- Elementary School K - 5*

### **September**

- Meet and greets – Grades 1 through 5 (students and families)
- Kindergarten Orientation for parents
- Evening parent orientation for Grades 1 through 5
- Set up counseling and therapy schedules for related services
- AIS Parent Orientations (GIS & SAS)
- IEP / 504 review with special areas
- Begin RTI team meetings for at-risk students (ongoing throughout school year)
- DASA Assembly

### **October**

- Scottie Pride kickoff program (SAS)
- Jelly Bean Field Day (GIS)
- Benchmark scoring Math and ELA (GIS)
- Fire Prevention assembly
- Response to Intervention meetings
- Food Allergy Assembly (SAS)

### **November**

- Congruency meeting between intervention providers and classroom teachers
- Trimester 1 Parent/Teacher conferences
- Send out attendance letters for students who have accumulated 6+ absences
- Response to Intervention meetings

### **December/January**

- Re-assess at-risk students
- Send out attendance letters for students who have accumulated 9+ absences
- Mother / Daughter Tea (GIS)
- Response to Intervention meetings

### **February**

- Begin Trimester 2 Assessments
- Clubs programs begin (GIS)
- Response to Intervention meetings

### **March**

- Congruency Meeting between intervention providers and classroom teachers
- End of Trimester 2
- Parent-Teacher Conferences – Trimester 2
- Incoming Kindergarten parent orientation re: screening (SAS)
- Send out attendance letters for students who have accumulated 12+ absences
- Father / Son Fitness (GIS)

- Response to Intervention meetings

### **April**

- Kindergarten screening and registration (SAS)
- Response to Intervention meetings

### **May**

- NYSESLAT testing
- Open House Portfolio night
- Incoming Kindergarten parent orientation
- Transition planning for 2<sup>nd</sup> to 3<sup>rd</sup> grade
- Response to Intervention meetings
- Mother/Daughter Tea (SAS)

### **June**

- Second grade visit to third grade
- Fifth grade visit to sixth grade
- Transition planning 5<sup>th</sup> to 6<sup>th</sup> grade
- Group students for following year
- Send out attendance letters for students who have accumulated 18 plus absences, copy in Permanent Record File
- Response to Intervention meetings

### **July / August**

- Finalize master schedule
- Summer curriculum work based on student data / assessment / areas of identified need
- Update Family Guide
- Prepare for opening days / weeks of school
- Ice Cream Social
- Parent Walk Throughs

## *Tentative Calendar of Activities- Middle School*

### **September**

- Refine schedules
- Review state testing results with classroom/AIS teachers
- Consult with classroom teachers on pre-assessment data to ensure appropriate academic placement in enrichment/AIS classes
- Set up counseling groups:
  1. Get information from teachers on prospective students
  2. Group activity planning
- Assist staff with IEP/504 interpretation
- Character Education assembly
- Set goal grades with students
- Contact students for individual counseling
- Meet with academic teams regarding current students and new entrants
- New student scheduling and orientation
- Balance class sizes
- Individual and crisis counseling
- Meet with academic teams of teachers

### **October**

- Ensure teacher comments are ready for progress reports
- Review progress reports and do follow-up meeting with students of concern
- Meet with retained students
- New student scheduling and orientation
- Coordinate extra-help sessions with academic teams for students of concern:
  1. Meet with academic teams
  2. Review potential candidates for extra-help sessions
  3. Arrange extra-help schedule with students and parents
- Group counseling grades 6-8
- Review emergency medical plan for middle school
- Individual and crisis counseling



- Selection and training of Peer Mediators – Grades 6 through 8
- Response to Intervention meetings
- Meet with academic teams of teachers

### **November**

- Review report cards, set up educational plan for students of concern
- Character Education assembly
- Review goal grades with individual students
- Goal Grade Pizza Party
- Review report cards, set up educational plan for students of concern
- Attend parent/team conferences for students
- Group counseling grades 6-8
- New student scheduling and orientation
- Individual and crisis counseling
- Compile and post list of merit and honor roll students
- Adult/Mentor program begins
- Response to Intervention meetings
- Meet with academic teams of teachers
- Program planning to promote positive peer relationships
- Send out attendance letters for students with 6 or more absences

### **December**

- Review student progress reports:
  1. Academic counseling
  2. Intervention strategies:
    - a. Meet with academic teams
    - b. Counselor and student meeting
    - c. Develop student plan to improve grades
    - d. Counselor, student and parent discussion/meeting
    - e. Counselor, parent, and teacher conference
    - f. Referral to CSE, RtI, or after school help
- Consult with Home and Careers teacher about results from career exploration activities (6-8)

- Nominations for Sojourner Truth Awards
- Prepare and check student schedules for second semester
- New student scheduling and orientation
- Review progress of students in extra-help programs
- Group counseling grades 6-8 including evaluation and wrap up for semester counseling groups
- Individual and crisis counseling
- Response to Intervention meetings
- Parent/Teacher conferences
- Meet with academic teams of teachers

### **January**

- Meet with students of concern and prepare them for mid-year assessments
- Meet with 8th graders in small groups for high school planning:
  1. Meet individually with 8th grade students and parents to review four year plans, and/or student course selections for the High School
  2. Coordinate High School student course selections
- Review new semester schedule
- Review IEP & 504 plans for testing accommodations
- New student scheduling and orientation
- Group counseling grades 6-8
- Individual and crisis counseling
- Response to Intervention meetings
- Meet with academic teams of teachers
- Attend Parent/Team conferences

### **February**

- Review report cards and meet with students of concern:
  1. Academic Counseling
  2. Intervention Strategies:
    - a. Counselor and student meeting
    - b. Develop student plan to improve grades
    - c. Counselor, student and parent discussion/meeting
    - d. Counselor, parent, and teacher conference

e. Referral to CSE, RtI or after school help

- Continue to meet with 8th graders in small groups for high school planning:
  1. Meet individually with 8th grade student and parents for career and student scheduling for next year
  2. Coordinate student course selections
- Coordinate orientation for 8th grade students with high school representatives coming to the middle school
- Character Education Assembly
- Review Goal Grades with individual students
- Goal Grade Pizza Party
- Set new Goal Grades with individual students
- Send out letters for students at risk for summer school/retention
- Set up parent meetings for students who have failed 2 quarters
- New student registration and orientation
- Group counseling grades 6-8
- Individual and crisis counseling
- Response to Intervention meetings
- Meet with academic teams of teachers
- Attend Parent/Team conferences

**March**

- Review progress reports and meet with students:
  1. Contact parents/guardians
  2. Develop educational plan for rest of year
  3. Review student placements in extra-help programs
- New student scheduling and orientation
- Sojourner Truth Awards
- Prepare and send individual student matrices to 5<sup>th</sup> grade teachers
- Meet with 5<sup>th</sup> grade teachers to review incoming 6<sup>th</sup> grade students
- Y2K Program through County Youth Bureau
- Group Counseling grades 6-8
- Individual and crisis counseling

- Response to Intervention meetings
- Meet with academic teams of teachers
- Attend Parent/Team conferences

### **April**

- Organize NYS ELA testing:
  1. Coordination of regular education and special education students
  2. Ensure proper test settings
  3. Review teacher roles and brief new faculty on responsibilities
  4. Organize and distribute testing materials
  5. Bundle and reorganize materials post testing
- Organize NYS Math testing:
  1. Coordination of regular education and special education students
  2. Ensure proper test settings
  3. Review teacher roles and brief new faculty on responsibilities
  4. Organize and distribute testing materials
  5. Bundle and reorganize materials post testing
- Review 3rd quarter report cards, meet with students of concern.
- Send out letters for students who are at risk of attending summer program/retention.
- Intervention Strategies:
  - a. Meet with Academic Team
  - b. Counselor and student meeting
  - c. Develop student plan to improve grades
  - d. Counselor, student and parent discussion/meeting
  - e. Counselor, parent, and teacher conference
  - f. Referral to RtI, CSE or after school help
- New student scheduling and orientation.
- Group counseling grades 6-8
- Individual and crisis counseling
- Response to Intervention meetings
- Character Education Assembly

- Meet with academic teams of teachers
- Attend parent meeting for students failing more than one academic subject

### **May**

- Organize lists of potential summer school students
- Coordinate parent conferences for students at risk of retention
- Schedule 5<sup>th</sup> grade visit with 5<sup>th</sup> and 6<sup>th</sup> grade teachers and administration
- Select and train 6<sup>th</sup> grade student guides for 5<sup>th</sup> grade visit
- 5th Grade classes visit CJH for orientation with 6<sup>th</sup> grade helpers
- Review goal grades with individual students
- Goal Grade Pizza Party
- Set new Goal Grades with individual students
- Final review of student progress for potential summer program candidates
- New student scheduling and orientation
- Group counseling grades 6-8
- Individual and crisis counseling
- Response to Intervention meetings
- Meet with academic teams of teachers

### **June**

- Organize NYS Science Written testing
- Meet with GIS Counselor to discuss incoming 5<sup>th</sup> grade students
- Coordinate student orientation for grade 5 to 6 who are anxious about Middle School
- Coordinate selection of student buddies in grade 6 and 7 with homeroom teachers
- New student scheduling and orientation for next school year
- NYS Biology Regents
- NYS Integrated Algebra Regents
- NYS Earth Science Regents
- Language Proficiency Exams
- Contact parents if their child needs to attend summer school and/or retention
- Group counseling grades 6-8
- Individual and crisis counseling

- Response to Intervention meetings
- Student Development Day
- Meet with academic teams of teachers
- Moving Up Ceremony

### **Summer Activities (July-August)**

- Organize and conduct new entrant orientation:
- Analyze state test results
- Review and schedule special education placement
- Master schedule and Special Education schedule completion
- Run student schedules
- Run teacher schedules
- Prepare for orientation of 6th graders and new entrants
- Contact and set up student buddies for new entrants
- Parent meetings
- Ice Cream Social (6<sup>th</sup> grade)

### **YEARLONG ACTIVITIES**

- Group counseling grades 6-8
- Attend CSE/504 meetings
- Individual and crisis counseling
- Response to Intervention meetings
- Meet with academic teams of teachers
- Communication by phone, email, mail with parents/guardians
- Membership on various school committees
- Coordination of classroom work/assignments for students absent from school
- Update website
- Arrange parent/teacher/counselor conferences
- New student scheduling and orientation
- Creation, maintenance, and implementation of annual master schedule and special education schedule
- Involvement in various community service activities
- Contact with local agencies and community resources

## *Tentative Calendar of Activities- High School*

### **SEPTEMBER**

- Program and schedule adjustments
- New student orientation and placement
- College representative visitations
- Guidance Orientation for new faculty
- Attend grade level assemblies and highlight year activities for each grade level
- Acknowledge PSAT/NMSQT commended students
- Acknowledge AP Scholars
- Preparation of letters of recommendation for college bound students
- NCAA updates and verification
- Monitor student attendance
- Meetings with new students
- Naviance/College Application Workshop
- Individual meeting with seniors and parents for post-high school planning
- Order financial aid materials for the upcoming financial aid season
- Evening program for students/parents: Financial Aid/Scholarship Workshop

### **OCTOBER**

- Progress reports checked.
- Appropriate individual academic counseling
- Organize College Night, an evening program for parents and students
- Organize and promote PSAT through presentations (grades 10 and 11)
- College representative visitations
- Small group meetings with 9th grade students
- Certification of diploma status
- Preparation of letters of recommendation for college bound students
- Monitor student attendance (both our school and out of district placements)
- Coordination of parent-teacher conferences
- Communication with parents via mail, email and phone

- HS guidance website updates
- Weekly IST meetings

## **NOVEMBER**

- Run High Honor Roll and Merit Roll lists (first marking period). Report to newspaper
- Individual meeting with seniors and invited parents (continued)
- Oversee nominations and analyze transcripts for (including but not limited to):
  - o Academic Excellence Scholarships
  - o Rensselaer Medal
  - o University of Rochester Bausch and Lomb Award
  - o Hugh O'Brien Youth Leadership Program
  - o Rotary RYLA Program
- First marking period report cards checked. Appropriate individual academic counseling
- Academic warning letters sent to parents of seniors whose graduation is in jeopardy
- Master schedule preparation begins
- Solicit departments for new course selections
- Preparation of letters of recommendation for college bound students
- Monitor student attendance

## **DECEMBER**

- Report Cards checked:
  1. Academic counseling
  2. Intervention Strategies:
    - a. Counselor and student meeting
    - b. Counselor and parent discussion/meeting
    - c. Counselor, parent, and teacher conference
    - d. File review
    - e. Referral to IST or after school help
- List to faculty regarding January Regents/RCT exams
- Master schedule preparation begins:
  1. Update course description booklet



## 2. Update course selection sheets

- Small group presentations on interpreting Preliminary SAT results (sophomores/juniors).
- Meetings with parents as requested
- Letter home to parents regarding January Regents/RCT exams
- Preparation of letters of recommendation for college bound students
- Monitor student attendance

SUNY Orange Instant Admissions Session

Sojourner Truth Awards Nominations

### **JANUARY**

- Second semester program adjustments
- Master schedule preparation
- Letter to families regarding SAT/ACT/PSAT registration for students with disabilities who require modifications
- Preparation of letters of recommendation for college bound students.
- Monitor student attendance

### **FEBRUARY**

- Run High Honor Roll and Merit Roll lists (first marking period). Report to newspaper
- Academic warning letters sent to parents of seniors whose graduation is in jeopardy
- Report cards checked, appropriate academic counseling
- Individual scheduling meetings with students and parents continued
- Career and Tech Center visitation (10<sup>th</sup> grade)
- Preparation of senior mid-year reports (sent to colleges)
- Prepare Local Scholarship Common Application
- Preparation of letters of recommendation for college bound students
- Monitor student attendance
- Evening program: Eighth Grade Parent's night – high school orientation
- Course selections through Parent Portal/Student Portal
- Transition activities coordination with middle school counseling staff for incoming 9<sup>th</sup> graders
- Presentations in 8th grade classes at middle school
- Begin three session College Planning Course with 11<sup>th</sup> graders in English class

## **MARCH**

- Individual scheduling meetings with students and invited parents (continued)
- Meet with seniors to distribute and collect the Common Applications for Local Scholarships
- Report Cards checked:
  1. Academic counseling
  2. Intervention strategies:
    - a. Counselor and student meeting
    - b. Counselor and parent discussion/meeting
    - c. Counselor, parent, and teacher conference
    - d. File review
    - e. Referral to IST/RtI or after school help
- Update, revise and distribute senior and junior calendar
- Sojourner Truth Awards Conferral
- College Planning Night for 11<sup>th</sup> grade parents
- Monitor student attendance
- Coordination of parent-teacher conferences

## **APRIL**

- Run High Honor and Merit Roll Lists (third quarter)
- Report to newspaper
- Report Cards checked:
  1. Academic Counseling
  2. Intervention Strategies
    - a. Counselor and student meeting
    - b. Counselor and parent discussion/meeting
    - c. Counselor, parent, and teacher conference
    - d. File review
    - e. Referral to IST or after school help
- Master schedule preparation
- Academic warning letters sent to parents of seniors whose graduation is in jeopardy
- Monitor student attendance

- Coordinate SUNY Orange Instant Admissions session
- ASVAB

## **MAY**

- College Night (SUNY Orange) - Juniors
- Letters mailed home regarding June Regents
- Begin work with 10th grade students involving Career Interest Profiler and introduction to Naviance
- List to faculty regarding June Regents
- Intensive academic counseling for potential senior failures
  1. Continuous teacher updates
  2. Continuous student contact via email and phone
  3. Continuous parent contact via email and phone
- Participation in scholarship meeting
- Monitor student attendance

## **JUNE**

- Program adjustments for fall due to schedule limitations, failures, etc
- Certification of diploma status
- Finalize diploma lists
- List to faculty regarding June Regents/RCT exams
- Update, revise and mail failure letters and summer school information
- Summer school registration
- Verification of June graduates' diploma requirements
- Presentation of "Guidance" Awards at Student Recognition Night
- Notification to junior class of State Education scholarship eligibilities
- Participation in commencement activities
- Master Schedule (continued)
- Monitor student attendance
- Goshen Alumni College Panel

## **SUMMER**

- Schedules are made available to view online (grades 9-12)

- Verification of final grades, course requirements, Regents, etc.
- Parent and student contacts for schedule adjustments
- Final transcript preparation for colleges and NCAA
- Scheduling of new students
- Meetings with incoming juniors and parents to review scheduling, Four Year Plan and college career planning
- Senior ranking (check each transcript)
- Preparation for school opening in fall
- Freshman Barbeque
- Summer orientation program for incoming ninth graders and new students
- Summer school grade and schedule adjustments
- Produce and finalize senior transcripts
- Grade/course level changes
- Course conflict resolution

### **YEARLONG ACTIVITIES**

- Instruction Support Team (IST) Meetings
- Attend CSE conferences upon request of the chairperson or parent
- College visitations
- HS Guidance website updates
- Group counseling grades 9-12
- Individual and crisis intervention counseling
- Conduct individual counseling sessions for students who have been suspended for drug/alcohol related issues
- Referrals to CSE, RtI, IST, CPS, PINS and other community agencies
- Follow-up on drop outs
- GED advisement/assistance with applications
- Cooperate with Career Internship Coordinator to arrange for job shadowing and internships
- New student registration and orientation
- Creation, maintenance and implementation of annual master schedule
- Write student recommendations for college, scholarships, and volunteer opportunities
- Arrange parent/student/teacher/counselor conferences

- Ongoing communication with faculty, staff and other school constituencies
- Communication via mail, phone and email to parents/guardians and students
- Membership on various school committees
- Membership on National, State and Local Counseling Associations
- Continued review of transcripts for scholarships and other leadership opportunities
- Maintain contact with local agencies and community resources
- Creation and maintenance of student transcripts for out of district placements