



# **Guidance Plan**

## **2016/2017**

Submitted by:  
Meghan Febbie, Director of Pupil Personnel Services  
Approved by the Board of Education: October 5, 2016

## **Table of Contents**

Mission Statement	Page 3-4
Rationale for School Counseling Programs	Page 4-5
Current Counseling Staff	Page 6
Elementary Guidance Plan for grades PreK-5	Page 7-16
Middle School/High School Plan for grades 6-12	Page 17-27
Calendar of Activities-Middle School	Page 27-34
Calendar of Activities – High School	Page 34-40

# **MISSION STATEMENT**

## **NEW PALTZ CENTRAL SCHOOL DISTRICT**

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

### **Guidance Mission**

In support of the district's mission and goals, the counseling staffs' mission is to assist students in the recognition and development of their unique abilities by encouraging an individual approach to educational and career goals, respect for diversity, and the development of effective personal/social relationships.

### **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 deal with Family Issues that impact their education and life;

To encourage parental involvement;

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

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

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

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/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.

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

The primary goal of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills, which form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and personal/social development. A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventive in its focus and it assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student

growth. There is a commitment to individual uniqueness and the maximum development in the three major areas, academic, career, and personal/social.

### **Components of a School Counseling Program**

The comprehensive school counseling program integrates academic, career, and personal/social development. Counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program.

The purpose of a counseling program in a school setting is to promote and enhance the learning process.

(From the American School Counselor Association, the National Standards for School Counseling Programs)

Meghan Febbie, Director of Pupil Personnel Services  
(845) 256-4040  
mfebbie@newpaltz.k12.ny.us

**Counseling Staff  
High School**

Kathryn Flanagan, School Counselor 9-12  
(845) 256-4121  
kflanagan@newpaltz.k12.ny.us

Jessica Peterson, School Counselor 9-12  
(855) 256-4121  
jpeterson@newpaltz.k12.ny.us

Stephanie Shoemaker, School Counselor 9-12  
(845) 256-4121  
sshoemaker@newpaltz.k12.ny.us

Lisa Watkins, Social Worker  
(845) 256-4161  
lwatkins@newpaltz.k12.ny.us

**Middle School**

Joanne Metzger, School Counselor 6-8  
(845) 256-4220  
jmetzger@newpaltz.k12.ny.us

Katie Tracz, School Counselor 6-8  
(845) 256-4220  
ktracz@newpaltz.k12.ny.us

David Rosenfeld, Social Worker  
(845) 256-4226  
drosenfeld@newpaltz.k12.ny.us

**Lenape Elementary**

Meri Lederer, Social Worker  
(845) 256-4304  
mlederer@newpaltz.k12.ny.us

**Duzine Elementary**

Renee Reynolds, Social Worker  
(845) 256-4376  
rreynolds@newpaltz.k12.ny.us

## **New Paltz Elementary Guidance Plan for Grades K-5**

### **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 /Counselor conferences on academic progress
- c. Instruction about appropriate behavior
- d. Reinforce Responsive Classroom techniques, language, and activities
- e. Individual and group counseling
- f. Develop positive behavior management plans and FBA/BIPs

#### **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 skills as appropriate.
- Student will be emotionally present and able to learn.

#### **ANNUAL ASSESSMENT:**

- Student achievement will be measured by progress notes each marking period.
- Student 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. Parent Orientation/Open House.
- b. Visits to the Middle School in the spring for selected fifth graders.
- c. Visits to Lenape in the spring for all second graders.
- d. Support from school social workers in preparing for transitional grades.

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

- Student will demonstrate continuous achievement as they progress through the grade levels.
- Student will feel comfortable in their educational placement and be emotionally available to learn.

### **ANNUAL ASSESSMENT:**

- Report card grades each marking period: standardized test results, classroom evaluations, and Instructional Support Team (IST).
- Continuous monitoring of students will result in appropriate interventions.

## **GUIDANCE OBJECTIVE 3**

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

### **ACTIVITIES:**

- a. Case Management
- b. Regular attendance reporting
- c. Telephone Calls/Letter Sent to Parents
- d. Parent Conferences
- e. Individual Counseling
- f. Home Visits
- g. Referrals to Community Organizations



**EXPECTED OUTCOME(S):**

- Students will attend school regularly as a result of this process.
- Parents will collaborate 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. Assessment and suggested interventions by the IST
- c. Individual Counseling
- d. Group Counseling

**EXPECTED OUTCOME(S):**

- 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.

**ANNUAL ASSESSMENT:**

- Observation notes from classroom teacher.
- Improvement noted on the student(s) report card.

## **GUIDANCE OBJECTIVE 5**

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

### **ACTIVITIES:**

- a. Instruction on Classroom Behavior
- b. Reinforcement of Responsive Classroom techniques, language and activities.
- c. Parent/Teacher Conferences- Principal, Social Worker
- d. Assessment by IST and recommendations for Tier 1 interventions
- e. Individual Counseling
- f. Group Counseling
- g. Crisis counseling including the Life Space Interview
- h. Referral to School Administrator for disciplining purposes
- i. Referral to Committee on Special Education (CSE)
- j. Referral for counseling assessment
- k. Referral to Community Agencies
- l. Handbooks including Discipline Policies Distributed to Parents K – 5
- m. Develop behavior reinforcement plans and FBA/BIPs
- n. Confer with District’s behavior specialist.

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

- Student behavior will improve.
- Student adjustment to school will improve.
- Student will exhibit behaviors indicating that they are emotionally and behaviorally available to learn.

### **ANNUAL ASSESSMENT:**

- A reduction in the number of reported disciplinary problems.
- Student population enjoying their educational experience.

## **GUIDANCE OBJECTIVE 6**

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

### **ACTIVITIES:**

- a. Individual Counseling
- b. Group Counseling
- c. Crisis counseling including the Life Space Interview
- d. Social Worker/Parent Conferences
- e. Referral to Community Agencies
- f. 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/counseling program.

### **ANNUAL ASSESSMENT:**

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

## **GUIDANCE OBJECTIVE 7**

**Program Objective: To encourage parental involvement.**

### **ACTIVITIES:**

- a. Current Report Card Conferences/Progress Reports
- b. Team Meetings
- c. Parent 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
- g. Parent Teacher Association (PTA)
- h. Presentations to parents

**EXPECTED OUTCOME(S):**

- Encouragement of parental involvement in the development and support 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.
- Supportive, trusting relationship established with parents

**ANNUAL ASSESSMENT:**

- Parental feedback.
- Teacher/Principal/Counselor Observation.
- Progress Reports/Report Card Comments.

**GUIDANCE OBJECTIVE 8**

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

**ACTIVITIES:**

- a. Crisis Intervention
- b. Individual Counseling
- c. Group Counseling
- d. Supportive groups (banana splits, grief group, friendship group, etc.)
- e. Suicide/Self injurious/violent behavior assessments
- f. Social histories and updates
- g. Develop behavior reinforcement plans and Functional Behavior Assessment/Behavior Intervention Plans (FBA/BIPs)
- h. CPS calls

- i. Conflict Management, Peer Mediation, and Restorative Conferences
- j. Support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives
- k. Serve as DASA coordinators.
- l. Provide affective education to students

**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.
- Reassessing the guidance program on a yearly basis.

**GUIDANCE OBJECTIVE 9**

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

**ACTIVITIES:**

- a. Attend and participate in team meetings
- b. Attend and participate in I.S.T.
- c. Attend and participate in Case Management
- d. Attend and participate in C.S.E. meetings
- e. Facilitate and/or assist in the development of behavior management plans, FBAs and BIPs
- f. Provide parent counseling
- g. Connecting families with community resources (including mental health and substance abuse agencies)

h. Conduct trainings and workshops for staff

**EXPECTED OUTCOME(S):**

- Teachers, parents and administrators will work collaboratively for the betterment of the student's well-being and education.

**ANNUAL ASSESSMENT:**

- Parent feedback
- Teacher feedback
- Student feedback

**GUIDANCE OBJECTIVE 10**

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

**ACTIVITIES:**

- a. Maintain contact with agencies through mutual visits and/or by telephone.
- b. Maintain a list of hotline, emergency numbers, self-help groups and community resources.
- c. Attend counselor roundtables, local conferences and workshops and other networking events.
- d. Make appropriate referrals to community resources including mental health and substance abuse agencies.
- e. Collaborate with mental health and substance abuse professionals within and outside the District.

**EXPECTED OUTCOME(S):**

- Create positive rapport with families and community agencies.
- Provide a high level of support within and outside of school.
- Provide the student with cohesive, comprehensive support.

## **ANNUAL ASSESSMENT:**

- Family feedback
- Feedback from community agencies and resources

## **GUIDANCE OBJECTIVE 11**

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

## **ACTIVITIES:**

- a. Work with District's Committee on Special Education in development and implementation of Individual Education Plans.
- b. Provide staff with information regarding students' needs, goals, modifications and accommodations as per their I.E.P.s and 504 plans when serving in the capacity of case manager.
- c. Complete social histories for the C.S.E. on new referrals.
- d. Maintain appropriate contact with parents/guardians of students with special needs.
- e. Provide staff development to aides on de-escalation strategies.

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

- Students with special needs will receive a comprehensive and coordinated program and services.

## **ANNUAL ASSESSMENT:**

- Students will demonstrate growth on their I.E.P. goals.

## **GUIDANCE OBJECTIVE 12**

**Program Objective: To address the needs of students living in poverty**

### **ACTIVITIES:**

- a. Coordinate the Rotary's backpack program which helps provide food for students over the weekends and holidays.
- b. Coordinate holiday fund drives
- c. Keep stocks of school supplies, snacks, clothes and other basic necessities handy for students who may need them
- d. Provide scholarships to local camps and organizations when needed
- e. Provide individual counseling to students and parents around the social/emotional issues related to poverty.
- f. Connect families with local resources in the community.
- g. Work with the P.T.A. to ensure that all students have access to P.T.A. sponsored activities and events (book fair, yearbooks, picture day, etc.) regardless of financial ability to participate.

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

- Students living in poverty will feel connected to their school community
- Students living in poverty will be available to learn
- Students living in poverty will have access to activities and resources often available to economically advantaged students

### **ANNUAL ASSESSMENT:**

- All students will feel empowered to achieve success



# **New Paltz Middle School/High School Guidance Plan** **for Grades 6-12**

## **GUIDANCE OBJECTIVE 1**

**Program Objective: To provide academic and career readiness services for all students.**

### **ACTIVITIES:**

- a. Provide individual and group counseling to assist students in self-awareness, understanding others, clarifying interests and values, and problem solving.
- b. Conduct individual/group guidance sessions concerning career planning. Sessions involve an exploration of careers and about career planning skills.
- c. Utilize Naviance and other computer related sources.
- d. Coordinate with subject areas in the teaching of skills concerned with job applications, resumes, interviews etc.
- e. Participate in the Ulster County Career Conference.
- f. Mentor students on opportunities for job shadowing and internships.
- g. Maintain a career portfolio for each student through Naviance.

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

- Students will demonstrate interpersonal communication and problem solving skills as related to being successful in post high school plans.
- Students have an increased knowledge base of career options and information.
- Coordinate with Family and Consumer Sciences classes to assess student interests.
- Students will maintain and show continued progress academically with grades equal to their ability level.
- Students are able to match careers to their abilities/interests.
- Students demonstrate increased awareness of career goals.
- Academic transcript reflects career interests and goals.

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

- Review Career assessment surveys through Family & Consumer Science classes and via Naviance to promote discussions on career and college readiness and high school planning with students and parents.
- Monitor student achievement through school wide progress reports and report cards.
- Counselors ensure accurate placement in New Visions and career and technical programs.

## **GUIDANCE OBJECTIVE 2**

**Program Objective: To promote and support the social and emotional well-being of all students.**

### **ACTIVITIES:**

- a. Crisis Intervention
- b. Individual Counseling
- c. Supportive groups
- d. Suicide/Self injurious/violent behavior assessments
- e. Social histories
- f. Develop behavior reinforcement plans and Functional Behavior Assessment/Behavior Intervention Plans (FBA/BIPs)
- g. CPS calls
- h. Conflict Management, Peer Mediation
- i. Provide support for school wide assemblies and initiatives
- j. Bullying awareness (i.e. social media, Mix-It-Up Day)
- k. Consult with School Nurse, School Social Worker, School Psychologist and Teachers about curriculum to address the areas listed above
- l. Make referrals to DASA and Title 9 coordinators
- m. Substance abuse awareness and interventions
- n. Referrals to alternative education programs as needed
- o. Referrals to outpatient substance abuse programs
- p. Referrals to community agencies (PINS, Astor, Family of New Paltz, Others)
- q. Referrals to school based substance abuse program Restart

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

- Increase in students engagement in school based activities (clubs, extra help)
- Students will be familiar with and seek out appropriate building supports.
- Students will learn and evidence an improved social emotional well-being.
- Increased family engagement.
- Students will show consistent attendance to counseling groups and individual meetings.
- Students will understand the process for reporting bullying related incidents.
- Increased school engagement and attendance.
- Students will demonstrate an understanding of how negative social media impacts peers and self.
- Students will demonstrate a higher level of academic achievement and utilization of opportunities.
- Students will understand the consequences that come from drugs/alcohol use on their academic and personal growth.

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

- Review feedback from parents, teachers and agencies.
- Weekly review of students needs and progress at IST.
- A measurable reduction in discipline referrals for all students.
- Monitor progress of students with IEPs and 504 plans.
- Improved attendance.
- Improved graduation rates.

### **GUIDANCE OBJECTIVE 3**

**Program Objective: To evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities/aptitudes and interests.**

### **ACTIVITIES:**

- a. Check 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.
- g. Provide information regarding BOCES Career and Technical Center.
- 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.
- j. Work with graduating seniors on post-high school planning (includes application assistance, transcript preparation, financial aid, scholarship information and letters of recommendation).
- 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.
- n. Participate in IST/CSE meetings
- o. Coordinate with academic teachers extra help sessions for students of concern.

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

- 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 (6-12):**

- Counselor and staff review of report cards.
- Review state assessments, grade reports, and teacher recommendations for appropriate academic placement.
- Review course requests report and IEPs to ensure appropriate student placement for upcoming year.

## **GUIDANCE OBJECTIVE 4**

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

### **ACTIVITIES:**

- a. Hold yearly meeting with students and parents/guardians to discuss academic planning.
- b. Conduct rising sixth and ninth grade parents/guardians orientation programs.
- c. Participate in summer orientation program for incoming sixth/ninth graders (and new students).
- d. Organize College Night and Financial Aid Night.
- 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.
- i. Participate in Open House activities.
- j. Notify parents of student retention and/or summer school.
- k. Maintain Guidance website information.
- l. Meet with all ninth graders in Life Prep classes.
- m. Team-building with 6<sup>th</sup> graders in Physical Education classes.
- n. Organize Student Recognition Breakfast to highlight academic and social success of middle school students.

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

- 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 observes 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 student orientation and participation of older grades 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 meetings and student surveys.
- Monitor progress reports and report card comments as well as parent/teacher/ counselor conferences.

### **GUIDANCE OBJECTIVE 5**

**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 IST Meetings.

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

- Counseling will provide 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 programs and the reason for referrals.

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

- Track referrals to out of building and district programs and TASC programs.

### **GUIDANCE OBJECTIVE 6**

**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 (i.e. mental health/ substance abuse).
- b. Maintain contact with agencies through mutual visits and/or by telephone.
- c. Maintain list of hotline and emergency numbers and self-help groups (i.e. suicide hotline and mental health agency numbers).
- d. Coordinate with school social worker and school psychologist on agency listings and appropriate referrals for students and families.
- e. Coordinate with Carlie's Crusade program to set up Assembly/Workshop for all 6<sup>th</sup> Grade Students

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

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

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

- Able to give students proper help and referrals in crisis situations.
- Review by IST after crisis situations occur.

## **GUIDANCE OBJECTIVE 7**

**Program Objective: To address the needs of students with handicapping or special conditions.**

### **ACTIVITIES:**

- a. Work with District's Committee on Special Education in implementation of Individual Education Plan (IEP) and transition plans.
- b. Work with other counselors in the building to inform teachers and other staff members about special students problems and needs.
- c. Refer students to IST and CSE when appropriate.
- d. Maintain appropriate contact with parents of students with special needs.
- e. Meet with students who have been retained.

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

- 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 (6-12):**

- Attend CSE and 504 Annual Review 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 CSE Annual Review meetings.
- Monitor report cards and student achievement.



## GUIDANCE OBJECTIVE 8

**Program Objective: To reduce barriers for students who are economically disadvantaged.**

### **ACTIVITIES:**

- a. Work with the district employees to identify students within this category.
- b. Providing resources to students that are economically disadvantaged including:
  - Fee waivers (University in the High School courses, SAT and ACT, PSAT, Advanced Placement exams, College Applications)
  - Financial Aid Night
  - Arthur O. Eve Higher Education Opportunity Program and Higher Education Opportunity Program
  - Field trips to colleges and Hispanic College Fair
  - Collaboration with the NYS Migrant Education Program and College Assistance Migrant Program
  - Summer Youth Employment Program
  - Summer Enrichment Programs and camps
  - Job Fairs
  - Independent living information
  - Consult with school social worker to ensure student/families are aware of resources available to them (i.e., Backpack program, Holiday Drive, School Supplies, Holiday Food Drives, Scholarship opportunities, school dance attire, Yearbook).
- c. Maintain appropriate contact with parents of identified students to ensure they have access to academic/social updates (i.e. Parent Portal).
- d. Provide free tutoring, as well as GOAL program after-school for middle school students to gain access to assistance for academic success.
- e. Middle School Grade-level access to tablets for completing assignments during the school day.
- f. Morning Movers Program at the Middle School to allow all students to participate in a social and physical activity.
- g. Home visits.
- h. Coordinate outside agencies providing services to homeless students and families.

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

- Increase family engagement and parental awareness of available resources, both in school and in the community.
- Increase school engagement and attendance.
- Higher level of academic achievement as students and parents are more prepared for the academic demands within school.

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

- Review feedback from community and parents to counseling staff.
- Evaluate academic progress through progress reports and report cards, graduation rates, and attendance rates.
- Evaluate student testing rates.
- Evaluation of use of services available.

### **GUIDANCE OBJECTIVE 9**

**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 6-12 guidance program.
- Increase in community understanding and response to information.

- Community has information easily accessible through Internet and bulletin boards.

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

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

## **Calendar of Activities- Middle School**

### **September**

- ❖ Refine schedules.
- ❖ Review State Testing Results with classroom 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
- ❖ Coordinate open house and organize student guides.
- ❖ Participate in grade level assemblies, highlight year activities for each grade level (6-8).
- ❖ Assist staff with IEP/504 interpretation.
- ❖ Contact students for individual counseling.
- ❖ Meet with retained students.
- ❖ Meet with academic teams regarding new students.
- ❖ Analyze student population for prospective students in need of peer mentors.
- ❖ New student registration and orientation.
- ❖ Balance class sizes.
- ❖ Order state testing materials.
- ❖ Individual and crisis counseling.
- ❖ Instructional support team meetings.
- ❖ 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.

- ❖ Assign peer helpers.
- ❖ Organize Middle School Tutor Program with assistance from SUNY New Paltz college students and the New Paltz Youth Program.
- ❖ New student registration 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. Assist teachers with extra-help sessions set-up
  4. Arrange extra-help schedule with students and parents
- ❖ Student Recognition Breakfast planning.
- ❖ Group Counseling grades 6-8.
- ❖ Review emergency medical plan for Middle School.
- ❖ Mix it Up Day; Plan, Organize & Implement.
- ❖ Individual and crisis counseling.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.

## **November**

- ❖ Student Recognition Breakfast planning.
- ❖ Team building activities in large group guidance setting for 6<sup>th</sup> grade to summarize Frost Valley:
  1. Development of appropriate activities
  2. Create lesson plans
  3. Facilitate lesson plans for week long program
- ❖ Conduct large group guidance activities with 6<sup>th</sup> grade to promote team building.
- ❖ Review report cards, set up educational plan for students of concern.
- ❖ Student Recognition Breakfast.
- ❖ Organize Carlie's Crusade Assembly/Workshop for all 6<sup>th</sup> Grade Students.
- ❖ Set up school wide parent conferences for students at risk academically.
- ❖ Group Counseling grades 6-8.
- ❖ New student registration and orientation.
- ❖ Monitor peer mentoring program.
- ❖ Individual and crisis counseling.
- ❖ Letters for honor roll and high honor roll.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.
- ❖ Program planning to promote positive peer relationships.

## **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. File review
    - g. Referral to IST or after school help
- ❖ Student Recognition Breakfast.
- ❖ Monitor peer helpers program including end of semester evaluation.
- ❖ Consult with Home and Careers teacher about results from career exploration activities.
- ❖ Prepare and check student schedules for second semester.
- ❖ New student registration 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.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.

## **January**

- ❖ Meet with students of concern and prepare them for mid-year assessments.
- ❖ Meet with 8<sup>th</sup> graders in small groups for high school planning:
  1. Meet individually with 8<sup>th</sup> grade student and parents to review career inventory assessments for career, four year plans, and student scheduling for the High School
  2. Coordinate High School student course selections
- ❖ Student Recognition Breakfast.
- ❖ Review new semester schedule.
- ❖ Assist with Midterm Testing Schedule.
- ❖ Review IEP & 504 plans for testing accommodations.
- ❖ New student registration and orientation.
- ❖ Group Counseling grades 6-8.
- ❖ Individual and crisis counseling.

- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.
- ❖ Attend CSE meetings for 8<sup>th</sup> grade students to assist with their program review and transition to the High School.
- ❖ Coordinate with Fine Art High School teachers to aid in the proper choice for High School electives for 8<sup>th</sup> graders attending our High School.

## **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. File review
    - f. Referral to IST or after school help
- ❖ Student Recognition Breakfast.
- ❖ Continue to meet with 8<sup>th</sup> graders in small groups for high school planning:
  1. Meet individually with 8<sup>th</sup> grade student and parents for career and student scheduling for next year
  2. Coordinate student course selections
- ❖ Coordinate orientation for 8<sup>th</sup> grade students with high school representatives coming to the middle school.
- ❖ Meet with 6<sup>th</sup> and 7<sup>th</sup> grade students for scheduling choices for next school year.
- ❖ 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.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.

## **March**

- ❖ Begin building master schedule for next year.
- ❖ Prepare projected enrollment report for classes for the following year.
- ❖ 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 registration and orientation.
  - ❖ Group Counseling grades 6-8.
  - ❖ Individual and crisis counseling.
  - ❖ Instructional support team meetings.
  - ❖ Meet with academic teams of teachers.
  - ❖ Attend CSE meetings for 6<sup>th</sup> and 7<sup>th</sup> grade students.

## 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
- ❖ Prepare report on student participation in State testing.
- ❖ Review 3<sup>rd</sup> quarter report cards, meet with students of concern.
- ❖ Send out letters for students who are at risk of attending summer school/retention.
  1. 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. File review
    - g. Referral to IST or after school help
- ❖ Student Recognition Breakfast.
- ❖ New student registration and orientation.
- ❖ Group Counseling grades 6-8.
- ❖ Individual and crisis counseling.

- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.
- ❖ Set up Parent Meeting for students failing more than one academic subject.

## May

- ❖ Organize NYS Science Performance testing.
- ❖ Prepare report on student participation in State testing.
- ❖ Organize lists of potential summer school students.
- ❖ Send 5<sup>th</sup> Grade teachers pre-assessment for potential enrichment students.
- ❖ Contact 5<sup>th</sup> grade teachers for recommendations and pre-assessment results of potential enrichment students.
- ❖ Contact 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade teachers for AIS recommendations.
- ❖ Coordinate academic summer camps for students.
- ❖ Coordinate parent conferences for students at risk of retention.
- ❖ Transition activities with high school counselors.
- ❖ Visit 5<sup>th</sup> Grade classes with 6<sup>th</sup> grade peer helpers.
- ❖ Meet with 5<sup>th</sup> Grade teachers to learn about 5<sup>th</sup> Graders of concern.
- ❖ Student Recognition Breakfast.
- ❖ Final review of student progress for potential summer school candidates.
- ❖ Continue to develop master schedule.
- ❖ New student registration and orientation.
- ❖ Group Counseling grades 6-8.
- ❖ Individual and crisis counseling.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.
- ❖ Coordinate visit from High School to meet with the 8<sup>th</sup> Grade.
- ❖ Meet with High School IST to discuss 8<sup>th</sup> Graders of concern.
- ❖ Attend 504 meetings for all grades.

## June

- ❖ Organize NYS Science Written testing.
- ❖ Coordinate student orientation for grade 5 to 6 who are anxious about Middle School.
- ❖ Continue to develop master schedule.
- ❖ Organize summer school information.
- ❖ New student registration and orientation for next school year.
- ❖ Organize NYS Living Environment Regents.
- ❖ Organize NYS Algebra Regents.



- ❖ Organize World Language Proficiency Exams.
- ❖ Contact parents if their child needs to attend summer school and/or retention.
- ❖ Summer school registration.
- ❖ Conclude Group Counseling for grades 6-8.
- ❖ Individual and crisis counseling.
- ❖ Instructional support team meetings.
- ❖ Meet with academic teams of teachers.

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

- ❖ Organize New Student Orientation:
  1. Peer Helpers; Organize, Identify & Train
  2. Organize food and parent volunteers
  3. Plan tour routes
- ❖ Review enrichment, accelerated and AIS recommendations.
- ❖ Analyze state test results.
- ❖ Send out notification letters to parents for AIS services.
- ❖ Send out notification letters to parents for enrichment/accelerated services.
- ❖ Review special education placements and services.
- ❖ Master schedule completion.
- ❖ Attend CSE meetings.
- ❖ Run student and teacher schedules.
- ❖ Prepare for orientation of 6<sup>th</sup> graders and new students.
- ❖ Parent meetings.

### **YEARLONG ACTIVITIES**

- ✓ Group Counseling grades 6-8.
- ✓ Attend CSE/504 meetings.
- ✓ Individual and crisis counseling.
- ✓ Instructional Support Team (IST) meetings.
- ✓ Meet with academic teams of teachers.
- ✓ Coordinate and implement a weekly tutoring schedule for students.
- ✓ Communication by phone, email, mail with parents/guardians.
- ✓ Membership on various school committees.
- ✓ Alumni counseling.
- ✓ Morning Movers.
- ✓ Coordination of classroom work/assignments for students absent from school.

- ✓ Student recommendations for enrichment programs and work.
- ✓ Update website.
- ✓ Arrange parent/teacher/counselor conferences.
- ✓ New student registration and orientation.
- ✓ Creation, maintenance, and implementation of annual master schedule.
- ✓ Involvement in various community service activities.
- ✓ Contact with local agencies and community resources.

## **Calendar of Activities- High School**

### **SEPTEMBER**

- ❖ Program and schedule adjustments.
- ❖ New Student Orientation and placement.
- ❖ Organize and publicize college representative visitations which includes hosting approximately 75 colleges each fall.
- ❖ Attend grade level assemblies and highlight year activities for each grade level.
- ❖ Produce and finalize senior transcripts.
- ❖ Acknowledge PSAT/NMSQT commended students.
- ❖ Evening program for parents: Freshman Information Night.
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ Senior Ranking (check each transcript).
- ❖ NCAA updates and verification.
- ❖ Meetings with new students.
- ❖ Senior Meetings. Individual meetings with seniors and their parents to discuss post-high school planning, the college application process, and financial aid.
- ❖ Organize College Night.

### **OCTOBER**

- ❖ Progress reports checked. Appropriate individual academic counseling.
- ❖ College Night.
- ❖ Run workshops for seniors to assist them with Naviance, Common Application, and other college application questions.
- ❖ PSAT. Organize and administer the PSAT. Conduct classroom presentations to promote the PSAT (grades 10 and 11).

- ❖ College representative visitations.
- ❖ Certification of diploma status.
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ Continue working with 10<sup>th</sup> grade students through classroom guidance activities involving career development and assessment inventories using Naviance.
- ❖ Plan and lead field trip to Hispanic College Fair.
- ❖ Organize college field trips fall and spring.
- ❖ Senior meetings (continued).

## **NOVEMBER**

- ❖ Run Honor and Principal lists (first marking period). Report to newspaper.
- ❖ Present classroom guidance lesson to Life Prep classes. The purpose of the interactive workshop is to discuss with students ways to make the most of their high school experience.
- ❖ Begin preparations and collaboration with area high schools for Spring College Fair.
- ❖ College representative visitations.
- ❖ Organize additional college readiness activities, i.e., Art School mini fair.
- ❖ Individual meeting with seniors and invited parents (continued).
- ❖ Oversee nominations and analyze transcripts for (including but not limited to):
  - Academic Excellence Scholarships
  - Junior Scholarship Awards
  - University of Rochester Bausch and Lomb Award
  - Hugh O'Brien Youth Leadership Program
  - IBM Project Lead
- ❖ First marking period report cards checked. Appropriate individual academic counseling.
- ❖ Master Schedule preparation begins. Solicit departments for new course selections for Board approval.
- ❖ College Night (Dutchess CC, Pine Bush HS & Kingston HS).
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ College field trip for students.

## **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.
- ❖ Financial Aid Night, an evening program for parents and students.
- ❖ Organize Alumni Day.
- ❖ Letter home to parents regarding January Regents/RCT exams.
- ❖ Letter to parents regarding senior progress toward graduation and conferences.
- ❖ Present classroom guidance lesson to Life Prep classes.
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ Career and Technical Center and New Visions presentations.

## **JANUARY**

- ❖ Coordination of the Ulster County Career Conference Day (10<sup>th</sup> grade):
  1. Workshop coordination and panel recruitment.
  2. Solicitation of chaperones.
  3. Permission slips.
  4. Bus scheduling.
- ❖ Second semester program adjustments.
- ❖ Master schedule preparation:
  1. Request AP recommendations from departments.
  2. Master scheduling building begins.
- ❖ Begin meetings with students and parents to review scheduling, Four Year Plan and college career planning.
- ❖ Coordinate course expo for students.
- ❖ Run Honor and Principals List (second quarter). Report to newspaper.
- ❖ Tenth grade career planning presentation.
- ❖ SAT/ACT/PSAT registration forms for students with disabilities for the following school year.
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ High School orientation for incoming 9<sup>th</sup> graders from private schools.

- ❖ PSAT Workshops. Small group presentations on interpreting PSAT results (sophomores/juniors) and the college search process. Meetings with parents as requested.

## **FEBRUARY**

- ❖ Certification of diploma status.
- ❖ Report cards checked, appropriate academic counseling.
- ❖ Individual scheduling meetings with students and parents continued
- ❖ Career and Tech Center Visitation (10<sup>th</sup> grade) and New Visions (11<sup>th</sup> grade).
- ❖ Preparation of senior mid year reports (sent to colleges).
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ Post counselor newsletter online.
- ❖ Evening program: Eighth Grade Parent's Night – high school orientation.

## **MARCH**

- ❖ Individual scheduling meetings with students and invited parents (continued).
- ❖ 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
- ❖ Coordinate the American Legion sponsored Boys State leadership program.
- ❖ Solicit nominations, complete application submission, and prepare junior awards.
- ❖ Preparation of letters of recommendation for college bound students.
- ❖ College field trip for students.

## **APRIL**

- ❖ College field trip for interested students.
- ❖ College Fair (over 80 colleges in attendance). NPHS College Fair held during school day for all students grades 9-12.

- ❖ Run Honor and Principals List (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 (continued).
- ❖ Present classroom guidance lesson to Life Prep classes.
- ❖ Letter to parents regarding senior progress toward graduation and conferences.
- ❖ College field trip.

## MAY

- ❖ 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.
- ❖ Letters mailed home regarding June Regents/RCT exams.
- ❖ List to faculty regarding June Regents/RCT exams.
- ❖ 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.
- ❖ Transition activities coordination with middle school for incoming 9<sup>th</sup> graders.
- ❖ Using Naviance, facilitate online senior graduation survey and prepare reports for Scholarship Committee.
- ❖ Preparation of documents for and participation in Scholarship Committee meeting.
- ❖ Presentations in 8<sup>th</sup> grade classes at middle school.

## **JUNE**

- ❖ Present classroom guidance lesson to Life Prep classes
- ❖ Program adjustments for fall due to schedule limitations, failures, etc.
- ❖ 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 Junior Awards at Student Recognition Night.
- ❖ Notification to junior class of State Education Scholarship eligibilities.
- ❖ Participation in commencement activities.
- ❖ Master Schedule (continued).
- ❖ Monitor student attendance (both our school and other placements).

## **SUMMER**

- ❖ Verify final IEPs for special education programs and services to be reflected in student schedules.
- ❖ Master Schedule (continued).
- ❖ Schedules are made available to view online (grades 9-12)
- ❖ Verification of final grades, course requirements, Regents/RCT status, etc.
- ❖ Parent and student contacts for schedule adjustments.
- ❖ Final transcript preparation for colleges and NCAA.
- ❖ Registration of new students.
- ❖ Preparation for school opening in fall.
- ❖ Become familiar with updates and changes in Naviance and Common Application processes and procedures.
- ❖ Summer orientation program for incoming ninth graders and new students.
- ❖ Summer school grade and schedule adjustments.
- ❖ Grade/course level changes.
- ❖ Course conflict resolution.

## **YEARLONG ACTIVITIES**

- ✓ Participating members of the IST. This involves preparation for, attendance at, and organizing follow up activity for weekly IST meetings.
- ✓ Attend Committee on Special Education (CSE) meetings.
- ✓ Monitor student attendance (both our school and other placements).
- ✓ Coordination of parent-teacher conferences.

- ✓ Communication with parents via mail, email and phone.
- ✓ College visitations.
- ✓ Working with students on Naviance program.
- ✓ Guidance website updates and Spring/Fall Newsletters.
- ✓ Group counseling grades 9-12.
- ✓ Individual and crisis intervention counseling.
- ✓ Referrals to CSE, SST, CPS, PINS and other community agencies.
- ✓ Participation and networking in various regional, county-wide, and school-wide professional organizations and committees such as the Ulster County Transition Council, Ulster County Counselors Association, and Community Partnership for a Safer New Paltz.
- ✓ Train test administrator for Saturday SAT and ACTs for students with disabilities who are eligible for school based testing.
- ✓ Alumni counseling.
- ✓ Follow-up on drop outs. TASC advisement/assistance with applications.
- ✓ Arrange for job shadowing and internships.
- ✓ New student registration and orientation.
- ✓ Creation, maintenance and implementation of annual Master Schedule.
- ✓ Write student recommendations for college and volunteer opportunities.
- ✓ Arrange and attend 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.
- ✓ 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.
- ✓ Keeping abreast of current information pertinent to school counselors by engaging in professional development through attendance at professional workshops and conferences, college visits, and review of publications and journals.
- ✓ Overseeing the Guidance portion of new initiatives and requirements set forth by the New York State Education Department including the CDOS Credential and Pathways to Graduation.