



Guidance Plan

2018/2019

Approved by the Board of Education
October 10, 2018

Submitted by:
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PREFACE

Introduction to the 2018-2019 Guidance Plan

The K-12 Guidance Plan will undergo extensive review during the 2018 -2019 school year in order to comply with New York State Commissioner’s Regulation 100.2(j) “Guidance Programs and Comprehensive Developmental School Counseling/Guidance Program”, effective July 1, 2019, for the 2019-2020 school year. These regulations have been amended in an effort to help increase opportunities for all students to be successful and include access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. This regulation also complies with the Every Student Succeeds Act (ESSA) State plan aligning school counseling regulations with adopting a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improves student outcomes.

The district will continue providing services in the 2018-2019 school year consistent with the current K-12 Guidance Plan as we explore how we can ensure compliance with the new regulations and, more importantly, ensure we have a *Student Support Services Plan* (Guidance Plan) that will address the identified needs of the district’s students, from Kindergarten through Grade 12.

One method of informing the revisions to the new plan will be a comprehensive audit of the existing guidance plan based on the present and future regulations. In addition, an internal survey by our guidance counselors will also provide important insights as to perceived needs and exemplars. Based on the data from these two main sources and a comparative study of the old and new regulations a new *Student Support Services Plan* will be developed. This document will be a major component of the Continuum of Well-Being Program which complies with the new Mental Health mandates.

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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.

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. The three areas of student development are academic development, career development, and personal/social development. 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. 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.

Guidance Mission Statement

In support of New Paltz Central School District's mission and goals, our 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 equity, and the development of effective personal/social relationships.

Components of a School Counseling Program

The comprehensive school counseling program integrates academic, career, and personal/social development. Counseling, consultation, collaboration, coordination, case management, crisis management (both prevention and intervention), 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)

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 provide support and outreach to students with attendance issues.

To preserve and support the social and emotional health of all students and the effective management of student crisis.

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 coursework that supports progress toward graduation 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 any special conditions, disabilities, or educational challenges.

To provide effective communication to the school community and the community at large.

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**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):

- The 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.
- The 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.

EXPECTED OUTCOME(S):

- The student will demonstrate continuous achievement as they progress through the grade levels.
- The 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
- e. Referral to Community Agencies and Resources

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 the 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 and Section 504 IDEA
- 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

EXPECTED OUTCOME(S):

- The student behavior will improve.
- Student adjustment to school will improve.
- The 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 the case management team
- g. Parent Counseling

EXPECTED OUTCOME(S):

- Improved academic performance.
- Students will develop the ability to identify their feelings.
- Students will develop coping mechanisms.
- Parents will benefit from the guidance/counseling program and collaborate on the home-school relationship.

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/Counseling
- 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)

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.

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 Prevention and Intervention (TCIS)
- b. Individual Counseling
- c. Group Counseling
- d. Supportive groups (banana splits, grief group, friendship group)
- 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. Coordination of services and communication with outside agencies
- i. Conflict Management, Peer Mediation, and Restorative Conferences
- j. Support for 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 the classroom teacher.
- A measurable reduction in discipline referrals for all students.
- Communication with building 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 CSE and Section 504 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
- h. Conduct training 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 the hotline, emergency numbers, self-help groups and community resources.
- c. Attend local conferences and workshops and other networking events.
- d. Collaborate with mental health 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 the 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 a case manager.
- c. Student counseling as per IEP and Section 504 Plan.
- d. Complete social histories for the CSE on new referrals.
- e. Maintain appropriate contact with parents/guardians of students with

special needs.

EXPECTED OUTCOME(S):

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

ANNUAL ASSESSMENT:

- Students will demonstrate progress on their I.E.P. goals.
- IEPs and 504s are reviewed annually.

GUIDANCE OBJECTIVE 12

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

ACTIVITIES:

- a. Coordinate the Rotary's backpack program to 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. Distribute scholarships to camps and organizations when needed
- e. Provide individual counseling to students and parents around social/emotional issues related to poverty.
- f. Connect families with local resources in the community.
- g. Work with the PTA to ensure all students have access to PTA sponsored events (book fair, yearbooks, picture day) 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 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, and interviews.
- 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.
- h. Coordinate with outside agency to provide tutoring for students in need.

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.
- The academic transcript reflects career interests and goals.
- Increased academic success in the classroom.

ANNUAL ASSESSMENT (6-12):

- Review Career assessment surveys through Family and 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 (TCIS)
- b. Monitoring of attendance
- c. Individual Counseling
- d. Supportive groups
- e. Suicide/Self-injurious/Violent behavior assessments
- f. Social histories
- g. Develop behavior reinforcement plans and Functional Behavior Assessment/Behavior Intervention Plans (FBA/BIPs)
- 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. Communicate DASA and Title IX complaints to specific coordinators
- m. Substance abuse awareness and interventions
- n. Referrals to alternative education programs as needed
- o. Referrals to outpatient substance abuse programs and partial

- hospitalization programs
- p. Referrals to community agencies (Probation, Astor, Family of New Paltz, CPS)
 - 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 at 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 the 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. Monitor and coordinate home tutoring plans with teachers, student, and parent and transitions back to school.
- o. Participate in IST/CSE/504 meetings.
- p. Coordinate extra help sessions with academic teachers.

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 the 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.
- Communication between Middle School and High School Guidance Departments.
- 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 an annual 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 events to prepare for college and career readiness (College and Career Night, PSAT, Financial Aid Night, Career Conference, College Fair).
- e. Notify parents/guardians of student scheduling changes and encourage participation 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 6th graders in Physical Education classes.
- n. Organize Student Recognition Breakfast to highlight the 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 the middle/high school, college, trade school or the world of work.
- Ongoing consultation with parents and teachers to ensure the 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 the transition to middle school.
- Parental feedback on the satisfaction of parent/teacher/guidance communication via phone, written reports.
- Progress reports and report card comments.
- Monitor the attendance for new student orientation and the 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.
- Check in with new students on their transition to 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 a 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.

EXPECTED OUTCOME(S) (6-12):

- Effective management of the student crisis.
- Increased ability to quickly provide help in time of crisis to students and families.

ANNUAL ASSESSMENT (6-12):

- Assist students with 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 special conditions, disabilities, or educational challenges.

ACTIVITIES:

- a. Work with the district's committees on the implementation of IEP, 504, and transition plans.
- b. Work with other counselors in the building to inform teachers and other staff members about students and their needs.
- c. Refer students to IST, 504 and CSE when appropriate.
- d. Maintain appropriate contact with parents.
- e. Meet with students who have been retained.

EXPECTED OUTCOME(S) (6-12):

- Effective coordination of services with related support 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 recommendations.
- Monitor report cards and student achievement.

GUIDANCE OBJECTIVE 8

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 the information.
- The community has information easily accessible through internet and bulletin boards.

ANNUAL ASSESSMENT (6-12):

- The community feedback to counseling staff.
- Observation and feedback from the administration.

GUIDANCE OBJECTIVE 9

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 (EOP, HEOP)
 - 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. Morning Movers Program at the Middle School to allow all students to participate in a social and physical activity.
- f. Home visits.
- g. 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.
- A higher level of academic achievement as students and parents are better prepared for the academic demands within the 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.
- Review if students made use of available services.

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.
- ❖ 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 for new Middle School students.

- ❖ 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.
- ❖ 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 6th grade to summarize Frost Valley:
 1. Development of appropriate activities
 2. Create lesson plans
 3. Facilitate lesson plans for the week-long program
- ❖ Conduct large group guidance activities with 6th grade to promote team building.
- ❖ Review report cards, set up an educational plan for students of concern.
- ❖ 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 the second semester.
 - ❖ New student registration and orientation.
 - ❖ Review the progress of students in extra-help programs.
 - ❖ Group Counseling grades 6-8 including evaluation and wrap up for semester counseling groups.
 - ❖ Identify students in need of Holiday Fund.
 - ❖ 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 8th graders in small groups for high school planning:
 1. Meet individually with 8th-grade student and parents to review career inventory assessments for a career and student scheduling for the High School
 2. Coordinate High School student course selections
- ❖ Review the 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 8th-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 8th 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
- ❖ 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.
- ❖ Meet with 6th and 7th-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 an 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/504 Annual Reviews for 6th and 7th-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
- ❖ Prepare a report on student participation in State testing.
- ❖ Review 3rd 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.
- ❖ Presentation to 8th graders on Depression Awareness (Health class)
- ❖ 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 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
- ❖ Organize lists of potential summer school students.
 - ❖ Send 5th Grade teachers pre-assessment for potential enrichment students.
 - ❖ Contact 5th-grade teachers for recommendations and pre-assessment results of potential enrichment students.
 - ❖ Contact 5th, 6th, and 7th-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 5th Grade classes with 6th-grade peer helpers.
 - ❖ Meet with 5th Grade teachers to learn about rising 5th Graders of concern.
 - ❖ Student Recognition Breakfast.
 - ❖ Final review of student progress for potential summer school candidates.
 - ❖ Continue to develop a master schedule.
 - ❖ New student registration and orientation.
 - ❖ Group Counseling grades 6-8th.
 - ❖ Individual and crisis counseling.
 - ❖ Instructional support team meetings.
 - ❖ Meet with academic teams of teachers.
 - ❖ Coordinate student visit from High School to meet with the 8th Grade.
 - ❖ Meet with High School IST to discuss 8th Graders of concern.
 - ❖ Attend 504/CSE meetings for all grades.

June

- ❖ Organize NYS Science Written testing.
- ❖ Coordinate student orientation for 5th graders who are anxious about Middle School.
- ❖ Coordinate student orientation for 8th graders who are anxious about High School.
- ❖ Continue to develop a 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 6-8th.
- ❖ 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/504 meetings.
- ❖ Print student and teacher schedules.
- ❖ Prepare for orientation of 6th graders and new students.
- ❖ Parent meetings.

YEARLONG ACTIVITIES

- ✓ Group Counseling grades 6-8th.
- ✓ 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 the 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.
- ❖ 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 and Career Night, Financial Aid Night.

OCTOBER

- ❖ Progress reports checked. Appropriate individual academic counseling.
- ❖ College and Career Night.
- ❖ Financial Aid Night.
- ❖ Conduct workshops for seniors to assist them with Naviance, Common Application, and other college application questions.
- ❖ 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 10th-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 the newspaper.
- ❖ Present classroom workshop to Life Prep classes to discuss 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
 - Hugh O'Brien Youth Leadership Program
- ❖ First marking period report cards checked. Appropriate individual academic counseling.
- ❖ Master Schedule preparation begins. Solicit departments for new course selections for Board approval.
- ❖ College and Career 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 (10th 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.
- ❖ Run Honor and Principals List (second quarter). Report to the newspaper.
- ❖ Tenth-grade career planning presentation.
- ❖ SAT/ACT/PSAT registration consults for all students for the following school year.
- ❖ Preparation of letters of recommendation for college-bound students.
- ❖ High School orientation for incoming 9th 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 (10th grade) and New Visions (11th 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 and Private 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 the 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 Fair (over 80 colleges in attendance). NPHS College Fair held during the school day for all students grades 9-12.
- ❖ Run Honor and Principals List (third quarter). Report to the 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.

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 and communication.
 2. Continuous student contact via email and phone.
 3. Continuous parent contact via email and phone.
- ❖ Transition activities coordination with the middle school for incoming 9th graders.
- ❖ Using Naviance, facilitate online senior graduation survey and prepare reports for the Scholarship Committee.
- ❖ Preparation of documents for and participation in the Scholarship Committee meeting.
- ❖ Presentations in 8th-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 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 status.
- ❖ 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 9th 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 CSE and 504 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, IST, 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.
- ✓ New student registration and orientation.
- ✓ Creation, maintenance, and implementation of the 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.