

The Guidance Plan

K-12

*Rotterdam-Mohonasen
Central School District
Schenectady, New York 12303*

June 2005

Approved by the Board of Education on June 20, 2005

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Overview

The mission of the Mohonasen Central School District is clear:

To prepare all students to succeed responsibly in post-secondary education and/or the workplace.

To achieve its mission, the district is committed to ongoing efforts aimed at setting and maintaining high expectations for all students and building the capacity for all students to succeed. This is done within a systemic K-12 framework, which acknowledges the academic, physical and social development of pupils in distinct stages over time and the expectations of local, state, and national learning standards.

Of critical importance to the district's comprehensive effort is the role of its guidance and related services components for students, parents and teachers alike. The explanation and coordination of these responsibilities K-12 are articulated in this Guidance Plan. It is intended to assist educational stakeholders in assuring the academic and social success of all pupils.

The Mission of our counselors, social workers, and psychologists is stated as:

To promote positive academic, career, social and emotional development of our children through school, family, and community involvement.

Commissioner's Regulation 100.2

PUBLIC AND NONPUBLIC SCHOOL GUIDANCE PROGRAMS

Commissioner's Regulations

100.2 General School Requirements

(J) Guidance Programs

(1) Public Schools. Each school district shall have a guidance program for all students.

(i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(ii) In grades 7-12, the guidance program shall include the following activities or services:

- (a) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - (b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - (c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral, or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors, or by certified or licensed school psychologists, or certified or licensed school social workers in cooperation with school counselors; and
 - (d) the services of personnel certified or licensed as school counselors.
- (iii) **Each school district shall develop a district plan, which sets forth the manner in which the district shall comply with the requirements of this subdivision.** The City School District of the City of New York shall submit a separate plan for each community school district, for the High School division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

School District Policy

Subject: Guidance Program

A District plan for the K-12 guidance program shall be filed in the District office and made available for public review. This plan shall be subject to annual review and revised as necessary in the following areas:

- a) Identification of guidance program objectives;
- b) Activities to accomplish the objectives;
- c) Identification of staff members and other resources to accomplish the objectives;
- d) Provisions for the annual assessment of program results.

GUIDANCE PROGRAM (K-5)

A coordinated guidance program in grades K-5 shall be developed and implemented to:

- a) Help students to be aware of their current and future opportunities;
- b) Help those students exhibiting any attendance, academic, behavioral or adjustment problems;
- c) Educate students concerning avoidance of child sexual abuse; and
- d) Encourage parental involvement.

GUIDANCE PROGRAM (6-12)

A coordinated guidance program in Grades 7-12 shall be developed and implemented including the following activities and services:

- a) Educational progress and career plans will be reviewed with the student annually;
- b) Instruction at each grade level to help students learn about various careers and career planning skills;
- c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement post-secondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement.

School Guidance


The Mohonasen Central School District Guidance Department fully supports the district mission:

To prepare all students to succeed responsibly in post-secondary education and/or the workplace.

To do so, it seeks to:

- Assure school success for all students as the outcome of all counseling efforts.
- Provide timely and effective communication with students, parents and teachers on all matters germane to its responsibility.
- Continuously educate constituents as to the expectations of the Mohonasen School experience including graduation requirements, assessment standards and the breadth of opportunities created by school programming.
- Provide and support career and college education awareness and planning at all levels.
- Coordinate counseling, consulting and related services efforts of all support components within the school district.

Historical Perspective



| | |
|---------------|---|
| Early 1980's: | No computers at the middle school. Everything was written on paper and by hand. Scheduling was completed by updating tallies on index cards and an enormous volume of information was stored in filing cabinets. Memos were typed on regular typewriters and the phone was the only means of communication. |
| Mid 1980's: | A student management system called WISDIM was implemented. |
| Mid 1990's: | Counselors were given PCs allowing for greater creativity and freedom to create forms for student and office use. Additionally, counselors were able to produce quality PowerPoint presentations and handouts for parent and student presentations. |
| 1997: | CHOICES a college and career software search program |
| 2001: | Switch from WISDIM to SASI District wide. ECHOICES- an Internet version of CHOICES was purchased at the counselors' request giving students access from home. |
| 2003: | Clear Track access for teachers and counselors gave direct access to IEPs and 504 plans for accommodations and modifications. |
| 2005: | Computers are used daily for scheduling, progress reporting, report cards, data management and queries. |

Enrollment Trends: 1999-2005

| Year | Number of Counselors | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|----------------------|---------|---------|---------|---------|----------|----------|----------|
| 1999-2000 | DMS-3 | 243 | 264 | 285 | 265 | 238 | 230 | 153 |
| | MHS-4 | | | | | | | |
| 2000-2001 | DMS-3 | 291 | 257 | 271 | 294 | 243 | 213 | 229 |
| | MHS-4 | | | | | | | |
| 2001-2002 | DMS-3 | 263 | 297 | 253 | 272 | 273 | 222 | 219 |
| | MHS-4 | | | | | | | |
| 2002-2003 | DMS-3 | 284 | 264 | 283 | 267 | 266 | 260 | 211 |
| | MHS-4 | | | | | | | |
| 2003-2004 | DMS-3 | 304 | 291 | 275 | 293 | 259 | 245 | 258 |
| | MHS-4 | | | | | | | |
| 2004-2005 | DMS-3 | 279 | 314 | 301 | 297 | 269 | 243 | 240 |
| | MHS-4 | | | | | | | |
| Projected for 05-06 | DMS-3 | 276 | 288 | 309 | 308 | 269 | 246 | 231 |
| | MHS-4 | | | | | | | |

Guidance Activity Matrix

The following matrix shows the breadth and depth of formalized secondary guidance activities and initiatives currently in practice in the school district. The following ongoing goals are indicated on the matrix at each grade level per experiences and serves as a key for matrix understanding:

- a. To increase **COMMUNICATION** with parents.
- b. To promote clearer understanding of **SCHOOL ENVIRONMENT**.
- c. To promote understanding of **EDUCATIONAL REQUIREMENTS**.
- d. To promote **SCHOOL SUCCESS SKILLS**.
- e. To provide **CAREER/EDUCATION** awareness & planning.
- f. To promote **SOCIAL/PERSONAL** development.
- g. To increase **COMMUNITY INVOLVEMENT**.
- h. To provide **COORDINATION OF SERVICES**.
- i. To provide **CONSULTATION SERVICES**.
- j. To provide **COUNSELING SERVICES**.

GUIDANCE ACTIVITY MATRIX

| CAREER PLANNING | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Back to School Night | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h | a,b,c,e,g,h |
| Course Selection | | c,e,h,i | c,e,h,i | c,e,h,i | c,e,h,i | c,e,h,i | c,e,h,i | c,e,h,i |
| Schedule Adjustments | | c,d,e,i | c,d,e,i | c,d,e,i | c,d,e,i | c,d,e,i | c,d,e,i | c,d,e,i |
| Balancing Class Size | | d | d | d | d | d | d | d |
| Cumulative Record Maintenance | | b,c,d,e,h,i | b,c,d,e,h,i | b,c,d,e,h,i | b,c,d,e,h,i | b,c,d,e,h,i | b,c,d,e,h,i | b,c,d,e,h,i |
| Documentation | | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i | a,c,d,e,f,g,h,i |
| Annual Student Review | | a,b,c,d,e,f,j | a,b,c,d,e,f,j | a,b,c,d,e,f,j | a,b,c,d,e,f,j | a,b,c,d,e,f,j | a,b,c,d,e,f,j | a,b,c,d,e,f,j |
| Scheduling for Special Needs Population | | b,c,d,e,f,h,i | b,c,d,e,f,h,i | b,c,d,e,f,h,i | b,c,d,e,f,h,i | b,c,d,e,f,h,i | b,c,d,e,f,h,i | b,c,d,e,f,h,i |
| Financial Aid Nights | | | | | | a,e,g,h,i | a,e,g,h,i | a,e,g,h,i |
| Career Exploration & Internship Program Recruitment | | | | | | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h |
| CHOICES Software Interest Inventory | | | | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j |
| CHOICES Software Skills/Interests/Careers | | | | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j | d,e,f,g,j |
| CHOICES Software college/career planning | | | | | d,e,f,g,h | d,e,f,g,h | d,e,f,g,h | d,e,f,g,h |
| Career Parent Spotlight | | a,d,e,f,g,h | a,d,e,f,g,h | a,d,e,f,g,h | | | | |
| Career Day | | | | a,e,f,g,h | | | | |
| Career Pathway Night | | | | a,b,c,d,e,g,h | a,b,c,d,e,g,h | a,b,c,d,e,g,h | a,b,c,d,e,g,h | |
| Junior Information Night | | | | | | | a,b,c,d,e,g,h | |
| Senior Information Night | | | | | | | | a,b,c,d,e,g,h |
| Academic At-Risk Mailing | | a,c,d,e | a,c,d,e | a,c,d,e | | | | a,c,d,e |
| Academic Progress Checks | | | | | | | | |
| College Selection Group | | | | | | | c,e,f,h | c,e,f,h |
| College Fair | | | | | | | a,e,i | a,e,i |

GUIDANCE ACTIVITY MATRIX

| CAREER PLANNING | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| College Rep Visits | | | | | | | e,f,i | e,f,i |
| Junior Conferences | | | | | | | a,c,d,e,f,g,j | |
| Senior Conferences | | | | | | | | c,d,e,i,j |
| Military Advisement | | | | | | | e,f,i | e,f,i |
| PLAN and PSAT Administration | | | | | | | | |
| Standardized Test Administration & Interpretation, NYS Test Interpretation | | e,f,i | e,f,i | e,f,i | e,f,i | e,f,i | e,f,i | e,f,i |
| Special Needs Standardized Test Registration | | | | | d,h,i | | d,h,i | d,h,i |
| College Application and Selection Process | | | | | | | e,h,i | e,h,i |
| STUDENT INTERVENTIONS | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Child Study Team | | d,f,h,i | d,f,h,i | d,f,h,i | d,f,h,i | d,f,h,i | d,f,h,i | d,f,h,i |
| Prepare CST/PST Referrals | | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i |
| Prepare CSE Referrals | | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i |
| Prepare PINS petitions | | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | | |
| Attendance/Behavioral Issues | | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i |
| CSE/504 Reviews | | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i | c,d,e,f,h,i |
| Home Visits | | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i |
| Individualized Counseling | | d,e,f,i,j | d,e,f,i,j | d,e,f,i,j | d,e,f,i,j | d,e,f,i,j | d,e,f,i,j | d,e,f,i,j |
| Crisis Counseling | | f,i,j | f,i,j | f,i,j | f,i,j | f,i,j | f,i,j | f,i,j |
| Peer Mediation Training/Pgm. | | | | | d,f,g,i | d,f,g,i | d,f,g,i | d,f,g,i |
| Community Agency Referrals (D.S.S., C.P.S.) | | b,d,e,f,g,h,i | b,d,e,f,g,h,i | b,d,e,f,g,h,i | b,d,e,f,g,h,i | b,d,e,f,g,h,i | b,d,e,f,g,h,i | b,d,e,f,g,h,i |
| Liaison with Community Agencies | | b,f,g,h,i | b,f,g,h,i | b,f,g,h,i | b,f,g,h,i | b,f,g,h,i | b,f,g,h,i | b,f,g,h,i |
| Collaborative Assistance Team Meetings (CAT) | | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i | a,b,c,d,f,g,h,i |
| Bully Beware Program Presentations | | b,d,f,j | b,d,f,j | b,d,f,j | | | | |

GUIDANCE ACTIVITY MATRIX

| SCHOOL SUCCESS (Cont'd) | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------------|------------------------|
| Set up Homebound Instruction/Tutoring | | a,c,d,e,h | a,c,d,e,h | a,c,d,e,h | a,c,d,e,h | a,c,d,e,h | a,c,d,e,h | a,c,d,e,h |
| Identification of Honors Students | | b,d,e,h,i | b,d,e,h,i | b,d,e,h,i | | | | |
| Academic Intervention Services (AIS) Assistance with Selection, Scheduling, Monitoring | | b,d,e,h,i | b,d,e,h,i | b,d,e,h,i | | | | |
| Counseling and Career Center Newsletter/Website | | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h | a,b,c,d,e,f,g,h |
| Academic Awards Programs | | a,b,c,d | a,b,c,d | a,b,c,d | a,b,c,d | a,b,c,d | a,b,c,d | a,b,c,d |
| Volunteer Service Recognition program | | a,b,d,f,g | a,b,d,f,g | a,b,d,f,g | | | | |
| Scholarship Process | | | | | | a,c,d,e,f,g,h | a,c,d,e,f,g,h | a,c,d,e,f,g,h |
| Administrative Consultation Meetings | | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j | a,b,c,d,e,f,g,h,i,j |
| VOTEC Counselor Meetings/Visitations | | | | | | | a, b, c, d, e, f, h, j | a, b, c, d, e, f, h, j |
| VOTEC Student Visitations | | | | | | | a,b,c,d,e,f,g,h,j | a,b,c,d,e,f,g,h,j |
| Weekly Department Meetings | | | | a,b,c,d,e,g,h,i | a,b,c,d,e,g,h,i | a,b,c,d,e,g,h,i | a,b,c,d,e,g,h,i | a,b,c,d,e,g,h,i |
| Counselor/Principal Meetings | | | | | a,b,c,d,e,h,i,g | a,b,c,d,e,h,i,g | a,b,c,d,e,h,i,g | a,b,c,d,e,h,i,g |
| Capital District Counseling Association: H.S. Committee | | | | | b,c,d,e,h | b,c,d,e,h | b,c,d,e,h | b,c,d,e,h |
| Classroom Connection Newsletter | | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j | a,b,c,d,e,f,g,j |
| Connect for Success Committee | | | | | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i | a,b,c,d,e,f,g,h,i |
| DSS/CPS Referrals | | d,f,g,h,i,j | d,f,g,h,i,j | d,f,g,h,i,j | d,f,g,h,i,j | d,f,g,h,i,j | d,f,g,h,i,j | d,f,g,h,i,j |
| Sophomore Conference | | | | | | a,b,c,d,e,f,h,i | | |
| College appreciation processing | | | | | | | | a,c,d,e,f,g,h,i,j |
| Recommendation Writing | | | | | a,c,e,f,h | a,c,e,f,h | a,c,e,f,h | a,c,e,f,h |

PARENT STUDENT ORIENTATIONS

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

Careful attention is given to the placement of students and, hence, focuses on early identification of students who may be considered to be “at risk” in order that appropriate early intervention may be made.

Information is disseminated through a series of evening parent programs and classroom presentations for students. Programs such as the Newcomer’s Club and the “buddy program” are designed to help students transition successfully. Parent meetings are planned to inform them of school expectations and procedures, so that they might play an active role in helping their children attain optimal academic success.

Fifth Grade Parent Orientation

Target Grade: 5

Time Frame: May

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|---|---|--|---|---|---|
| Parents with children entering middle school require information about school programs and expectations. | To provide an overview about middle school programming including course opportunity, the block schedule, the team-teaching concept, and the school's expectations for student success. | The parent orientation is publicized on the school calendar and a special mailing is made to all 5 th grade parents. A question sheet is attached to the letter allowing parents to write the questions they would like to have answered during the program. Guidance staff is introduced and a short presentation is made focusing on relevant middle school information. Questions submitted are addressed. Appropriate literature is distributed. Parents are then invited to ask questions, take tours and individually meet with staff. | Parents will have a comprehensive understanding of the middle school program. They will be familiar with the physical plant, and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged. | Parents will be asked to evaluate the program via a questionnaire. | Admin.; guidance, teaching and support staff. | Cafeteria; informational packets, PowerPoint Presentation | *Prepare packets for parents *Send reminder letters home to parents *Develop Power Point Presentation |

Program: Parent/Student Orientation

Fifth Grade Presentations

Target Grade: 5

Time Frame: May

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|---|--|--|---|---|
| Fifth grade students require information about the middle school. | To provide fifth grade students with an overview of the middle school program. | Middle school guidance counselors provide a presentation for the fifth grade students at the middle school. Counselors discuss middle school expectations of the students and offer strategies to assist them in becoming successful academically and socially in their new environment. A question and answer period follows the presentations. | Students will acquire an initial formal understanding of the middle school. They will be aware of strategies for success and able to identify a resource person in the middle school whom they can go to for support. | Fifth grade students and teachers will give verbal feedback to counselors. | Middle school guidance counselors accompanied by current sixth grade students. | Cafeteria, PowerPoint Presentation handouts, buses. | *Schedule times with Pinewood *Prepare packets for all students *Develop Power Point presentation *Obtain volunteers from NJHS |

Meeting with Pinewood Child Study Team

Target Grade: 5

Time Frame: May

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|---|--|-------------------------------|---|------------------------------------|---------------------------------|
| Early identification of "at risk" students | To identify students at risk of academic failure | Meeting between middle school counselors and Pinewood Child Study Team to review students with special needs. Strategies and techniques that have succeeded or failed in promoting student success will be discussed. | Students "at risk" are identified prior to the commencement of their 6 th grade experience. This information will be used in placing students on their respective teams. Referrals to appropriate support staff will be made early in the year. | Teacher and parents feedback. | Middle school counselor, student assistance counselor, 6 th grade team leaders, Pinewood Child Study Team. | Class lists, student record cards. | *Schedule meeting with Pinewood |

Program: Parent/Student Orientation

Meeting with Fifth Grade Teachers to Place Students

Target Grade: 5

Time Frame: May

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---------------------------------------|---|--|---|--|--|--|---|
| To provide optimal academic planning. | To create three academic instructional teams of students of equivalent ability and gender distribution. | To meet with fifth grade classroom teachers to select students for each team using information provided by teachers, which indicate ability level, gender and special needs of students. | Creation of three sixth grade team teaching lists for the subsequent school year. | The Pinewood support teacher and the middle school assistant principal make a review of class lists prior to the start of the new school year. | Middle school counselor, 6 th grade team leaders, Pinewood 5 th grade teachers, Pinewood support teacher, middle school assistant principal, guidance secretary. | Meeting room, student information cards. | *Schedule meeting with Pinewood *Become familiar with the following year's schedule to present options to Pinewood for 6 th grade placement |

Summer Tours for Sixth Grade Students

Target Grade: 6

Time Frame: August

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|---|------------------------|---|---|---|
| Sixth grade students need to become familiar with the physical layout of the middle school. | To provide sixth grade students and parents with a formal tour of Draper Middle School, team designations, and a personal introduction to the middle school guidance counselors. | Students and parents are given tours of the middle school building by the National Junior Honor Society. Identification of team, teachers, and room assignments are also provided. Students and parents are encouraged to ask questions. | Students will become familiar with the physical layout of the middle school, facilitating their first day experience. | Parent/student survey. | Middle school guidance staff assisted by National Junior Honor Society members. | Sixth grade classrooms, team lists, handouts. | *Send reminder letter home to parents *Develop packets for students and parents *Establish homerooms and teams for students *Obtain volunteers from NJHS |

Program: Student/Parent Orientation 75, 80, 83

Guidance Awareness Exercise/Introductions

Target Grade: 6

Time Frame: September

Focus: Transition 5/6

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|---|---|---------------------|---|--|
| Students need information about the Draper Middle School Guidance Department and its services. | To provide students with accurate information concerning the location, the personnel and the activities of the Draper Middle School Guidance Department and how to access its services. | The guidance counselors meet with sixth grade students during a class period. Information about the school and guidance services are addressed in the ensuing discussion. | Students will know what type of reasons to seek out their counselor and how to make an appointment with them. | Immediately following the classroom discussion period, students will complete an evaluation form. | Guidance Counselors | Classroom, guidance maze, questionnaires. | *Prepare activity *Schedule times with 6 th grade teachers |

Eighth Grade Parent/Student Orientation Night

Target Grade: 8

Time Frame: March

Focus: Transition 8/9

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|--|---------------------|---|--|
| Transitioning students and their parents require information about the high school. | To provide parents and students with an overview of the high school, including graduation requirements, academic and social expectations and career pathways. | The parent orientation is publicized on the school calendar and in a special mailing to incoming freshmen. Parents are introduced to the counseling staff prior to a short presentation highlighting relevant information to the high school. Parents and students are then invited to meet directly with the various teachers who will explain the career pathways opportunities. Student handbooks, curriculum guides and appropriate literature will be available. | Parents will acquire an initial, comprehensive understanding of the high school. They will become familiar with school procedures and policies. They will also have information regarding many School-To-Work opportunities available in the high school. Parental involvement and support will be fostered, resulting in increased student academic, social and career/college success. | Parents will have the opportunity to give feedback regarding the program via distributed evaluations. The counselors meet to evaluate the program. | Guidance counselors | Student handbooks, curriculum guides, various literature. | *Send reminder letters home for parents *Prepare packets of information for parents and students *Schedule teachers for Career Pathway Presentations *Develop Power Point presentation. * *Meet with 8 th grade counselors. *Set up auditorium. * Counselors meet to review graduation requirements. * Meet with CSE staff to discuss electives. |

Program: Parent/Student Orientation

Eighth Grade Course Selection Presentations

Target Grade: 8

Time Frame: Four groups over two days-during Advisories

Focus: Transition 8/9

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|--|--|---|---|--|---|
| Eighth grade students need information regarding required and elective course opportunities open to them in the high school including career pathways opportunities. | Eighth grade pupils will be educated regarding ninth grade course opportunities and complete course request sheets for the upcoming year. | Counselors will meet with all eighth grade students in the LGI Room. Course information and career pathway opportunities will be discussed. Also, the importance of doing well in eighth grade will be stressed as a foundation for future learning. Extracurricular and sports options will also be presented at this time. | Students will pre-select courses for ninth grade conditional upon their successful completion of eighth grade courses. | Students select proper courses totaling 6½ credits. | All high school counselors; middle school counselors to coordinate with Advisory periods. | Ninth grade Course of Study books; course selection sheets; career pathway flyers. | <ul style="list-style-type: none"> *Prepare course selection sheets for students *Schedule times with high school counselors *Prepare schedule for 8th graders to receive presentations *Input all course selections into SASI *Send copies home to parents *Maintain request changes throughout the remainder of the year. * Coordinate with Middle School Teachers. |

Program: Parent/Student Orientation

Middle School – High School Counselor Meeting

Target Grade: Incoming 9th Grade

Time Frame: May/June

Focus: Transition 8/9

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|---|---|---|--------------------------------|
| The ninth grade counselors need information about their incoming students. | To obtain academic and developmental information for incoming ninth grade students from their middle school counselors. | Ninth grade counselors meet with the middle school counselors. This meeting will provide an opportunity for the ninth grade counselors to become aware of the special academic and social needs of entering students. | Ninth grade counselors will be knowledgeable of the needs of incoming students. | Each counselor will have the necessary information about entering students. | High school and middle school counselors. | Student records, meeting room. |

Program: Parent/Student Orientation

Meeting with New Students and Parents

Target Grade: 6-8

Time Frame: August

Focus: New Student Registration

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|--|---|---|
| Students and parents new to the Mohonasen Central School District require information about the middle school. | To inform students and parents new to the district about school policies, procedures, and programs to enhance the student's academic and social success. | A meeting is held the week before school opens for parents and students new to the district. Information is reviewed about busing, activity period, the school lunch program, how to request a conference, etc. Discussion of academic programs and requirements will follow. Students break into small groups by grade level and complete an "icebreaker" with National Junior Honor Society members. Tours of the building are given and student schedules are reviewed. Informal photos are taken of each new student. A bulletin board welcoming new entrants with a student photo and short description of former school and interests becomes the focus of "Welcome to Our School" bulletin. | Students and parents become acquainted with their guidance counselor as well as with other students new to the district. | A written evaluation is completed by parents and students following the program. | Guidance counselors, guidance secretary, school nurse, student assistance counselor, administrators, NJHS members assisting. | Library, student schedules, parent and student information -al packets, classrooms, camera. | Review Proofs of residency. Review records from previous school. Contact parent to set appointment. |

Freshman Orientation

Target Grade: Incoming 9th graders

Preparation Time:

Time Frame: August

Focus: New Student Orientation

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|--|--|--|--|
| To reduce anxiety of students coming to the high school | To introduce incoming 9 th grade students to high school administrators, counselors, faculty and students and to give students and parents information regarding high school procedures, rules, schedules and other details of the day to day operations at the high school. | An orientation is held for parents and students in the auditorium. During this time administrators, counselors, teachers and current students give their perspective on some of the things that are different in high school from middle school. Students are then separated into small groups and go to classrooms to meet with current students, while the parents stay in the auditorium. Students discuss the high school schedule, climate and policies that are important to know. Parents are given information regarding graduation requirements, study skills and other information to help facilitate their child's transition. The two groups are then brought back together and are able to take a student guided tour of the building. | Students and parents will leave with a greater understanding of the goals and expectations of the high school. | Freshman will make a smooth transition to the rules and demands of a new school. | Counselors, Administrators, Student Assistance Counselor | PowerPoint, Handouts, Auditorium, Classrooms | Coordinating with staff to come up with appropriate time, recruiting current students to present, updating school maps and other handouts. |

Program: Parent/Student Orientation

New Student Registration

Target Grade: 6-12

Time Frame: Year-round

Focus: New Student Orientation

Preparation Time: 15 minutes

Activity: 45 minutes per registration

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|--|---|--|---------------------------------|--|
| To obtain documentation regarding residency as well as health and academic information. | To assure that new students do reside within the school district. To accurately place students in classes that correspond to previous academic placements. To make students and parents aware of current programs of the Mohonasen Central School District. | Meet with student and parent/ guardian to fill out registration forms, discuss career goals, courses offered and school procedures. Three proofs of residency are reviewed, validated and copied for the student file. | Students will be scheduled for courses that will allow them to pursue career goals as well as meet graduation requirements. | Completion and verification of registration documents. | Counselors, guidance secretary. | File folder, registration sheet, immunization sheet, bell schedule, district addresses and phone numbers, residency information sheet, list of clubs and activities, four year plan sheet, fax machine, bus schedule, school calendar, Survival Guide and Code of Conduct. |

Program: Parent/Student Orientation

New Student Screening

Target Grade: 6-12

Time Frame: Year-round

Focus: New Student Orientation

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|---|---|-------------------------------------|--|--|
| As new students enter the school district, assessment is required to determine appropriate placement, including possible special education or gifted consideration. | To assess instructional levels of new students entering the district. | Review records from previous school including 8 th grade assessment. Call former school if necessary. | Ensure that all students are appropriately placed in academic courses, language arts or math/science labs, and referred to the Committee on Special Education, when deemed appropriate. | Students will be scheduled for appropriate classes. | Academic Admin., Guidance Counselor | Standardized tests, new student lists. | *Review all records from previous school(s) *Contact school(s) for further info. *If no standardized tests are available, test the student in Reading, Language Arts, and Math |

Program: Parent/Student Orientation

Newcomers Club

Target Grade: 6-8

Time Frame: One meeting per month throughout the year

Focus: New Student Orientation

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|---|------------------------------------|---|--|--|
| Some students new to a district require the support of others who are experiencing similar transitional concerns. | To assist new students as they transition into the middle school. | Monthly meetings of the support group are scheduled prior to the start of the school year. A calendar of meetings is given to each new student at the time of enrollment. Invitations are sent to each new student prior to the scheduled date of the meeting. An activity is planned which serves as an icebreaker and also an opportunity to share experiences. Volunteer National Junior Honor Society Members serve as positive role models. | New students will experience a positive transition into their new academic program and school environment | End of the year survey of members. | Middle school guidance counselors and/or interns. | Library, refreshments, planned activities, invitations | *Develop weekly invitations for students *Schedule use of library and/or classrooms *Develop activities weekly *Make bulletin board using pictures from orientation |

Program: Parent/Student Orientation

Buddy Program

Target Grade: 6-8 (new entrants to the district)

Time Frame: School year

Focus: New Student Orientation

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|--|---|
| To promote a positive transition into the middle school. | To offer peer support and to promote successful navigation throughout the building on the first day of school. | Guidance counselors select a “buddy”, a classmate with a similar schedule to give new students a tour, assistance with locker assignment, classroom location, and the correct school bus identification. The “buddy” also “invites” the newcomer to eat lunch with him/her and assists with peer introductions. | A more positive adjustment to the middle school will be provided new students enhancing their ability to more expediently focus on academics upon entry. | A follow-up conference is scheduled with the new student to assess adjustment to the middle school. | Middle school counselor assisted by selected student helper. | Copy of student schedule, note to teachers, thank you note to student helper. |

Program: Parent/Student Orientation

Inter-district Records Retrieval and Assessment

Target Grade: 6-12

Time Frame: Year-round

Focus: New Student Orientation

Preparation Time:

Activity: 30 minutes-1 hour per student

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|--|--|---|--|---------------------------------------|
| Accurate academic records on new students are necessary. | To place students in appropriate courses based on previous academic and/or testing results. | Any information parents and students have at registration is gathered. A formal request for records is made of the previous school. Counselors follow-up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, state assessment scores and AIS information) Student schedules are checked for appropriate placement. | Students will be accurately scheduled with consideration given to their abilities, interests and progress towards graduation requirements. | Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file. | Counselors, secretaries, other district personnel. | Phone, fax machine, and student file. |

Program: Parent/Student Orientation

EDUCATION-CAREER PLANNING

The 6-12 counseling program has as part of its charge the goal of preparing students for life after Mohonasen. This process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school-to-work experiences to students. The middle school and high school guidance counselors provide transitional programming at every stage, with the ultimate goal being the student making the successful adjustment from high school to college, the military or post-secondary employment.

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

NEW YORK STATE LEARNING STANDARDS

Career Development and Occupational Studies

| Standard 1 Career Development Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions. | Standard 2 Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. | Standard 3a Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | Standard 3b Career Majors Students who choose a career major will acquire the career specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs. |
|---|---|---|--|
| School Based <ul style="list-style-type: none"> • Career Awareness • Speakers • Career Day • Career Fair • Field Trips/Tours • Work Simulation • Explorer Program • Junior Achievement | School Based <ul style="list-style-type: none"> • Integrated Academic/ Vocational Programs • Project Based Learning • Work Simulation • Junior Achievement | School Based <ul style="list-style-type: none"> • Project Based Learning • Technological Training and Application • Work Simulation • Junior Achievement | |
| | Work Based <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects | Work Based <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects | |
| Connecting <ul style="list-style-type: none"> • School Mentoring | Connecting <ul style="list-style-type: none"> • School Mentoring | | |

Standards (CDOS) and Curriculum Framework

| <p>Standard 1</p> <p>Career Development</p> <p>Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.</p> | <p>Standard 2</p> <p>Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> | <p>Standard 3a</p> <p>Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p> | <p>Standard 3b</p> <p>Career Majors</p> <p>Students who choose a career major will acquire the career specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.</p> |
|---|--|--|---|
| <p>School Based</p> <ul style="list-style-type: none"> • Career Awareness • Speakers • Career Day • Career Fair • Field Trips/Tours • Work Simulation • Explorer Program • Junior Achievement | <p>School Based</p> <ul style="list-style-type: none"> • Career Major Cluster • Integrated Academic/ Vocational Programs • Project Based Learning • Work Simulation • Junior Achievement | <p>School Based</p> <ul style="list-style-type: none"> • Project Based Learning • Technological Training and Application • Work Simulation • Junior Achievement | |
| | <p>Work Based</p> <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects | <p>Work Based</p> <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects | |
| <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Pre-Employment Program • Career Action Plan • Transition Counseling • Workplace Mentoring • Workforce Preparation • Job Shadowing | <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Transition Counseling | <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Pre-employment Program • Transition Counseling • Workforce Preparation | |

| <p>Standard 1</p> <p>Career Development</p> <p>Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.</p> | <p>Standard 2</p> <p>Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> | <p>Standard 3a</p> <p>Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p> | <p>Standard 3b</p> <p>Career Majors</p> <p>Students who choose a career major will acquire the career specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.</p> |
|---|--|---|---|
| <p>School Based</p> <ul style="list-style-type: none"> • Career Awareness • Speakers • Career Day • Career Fair • Field Trips/Tours • Work Simulation • Explorer Program • Junior Achievement | <p>School Based</p> <ul style="list-style-type: none"> • Career Major Cluster • Integrated Academic/ Vocational Programs • Project Based Learning • Work Simulation • Junior Achievement | <p>School Based</p> <ul style="list-style-type: none"> • Project Based Learning • Technological Training and Application • Work Simulation • Junior Achievement | <p>School Based</p> <ul style="list-style-type: none"> • Career Major Cluster • Workplace as Classroom • Technological Training and Application • Vocational Program • Junior Achievement |
| <p>Work Based</p> <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects • Job Shadowing | <p>Work Based</p> <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects • Youth Apprenticeship • Independent Work Experience | <p>Work Based</p> <ul style="list-style-type: none"> • Community Service • Entrepreneurial Projects • Co-op Work Study • Exploratory • Independent Work Experience • Tech Prep | <p>Work Based</p> <ul style="list-style-type: none"> • Entrepreneurial Projects • Co-op Work Study • Junior Achievement • Independent Work Experience • Tech Prep |
| <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Pre-Employment Program • Career Action Plan • Transition Counseling • Workplace Mentoring • Workforce Preparation • Job Shadowing | <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Transition Counseling | <p>Connecting</p> <ul style="list-style-type: none"> • School Mentoring • Pre-employment Program • Transition Counseling • Workforce Preparation • Tech Prep | <p>Connecting</p> <ul style="list-style-type: none"> • Career Action Plan • Job Placement • Tech Prep |

| Mohonasen Central School District EDUCATION CAREER PLAN Overview | | | | | | | | | | | | | |
|--|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| Career Development and Occupational Studies Standards | Grade Level | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Standard 1 Career Development Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Careers in the local community Programs and activities in which students identify and describe different careers in the community and their interdependence. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Career Awareness Programs and activities in which students learn about themselves, the world of work and the relationship between the two. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Career Development Plan Students identify and document their interests, skills and achievements in a common or portable planning form. | | | | | X | X | X | X | X | X | X | X | X |
| Career Fair/Career Day A special event in which students meet and talk to a variety of workers in different occupations. | | | | | X | | | | X | | | | |
| Occupations-Related Tasks Students work collaboratively on task documenting various occupations, the academic requirements needed for those occupations and the likely working conditions. | | | | | | | | | X | X | X | X | X |
| Local, State Job Opportunities Programs and activities in which students identify and explore careers at both the local and state levels. | | | | | | | X | X | X | X | X | X | X |

**Mohonasen Central School District
EDUCATION CAREER PLAN (Cont'd)
Overview**

| Career Development and Occupational Studies Standards | Grade Level | | | | | | | | | | | | |
|--|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Standard 2 Integrate Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Standard 3a Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Standard 3b Career Majors Students who chose a career major will acquire the career-specific technical knowledge/ skills necessary to progress toward gainful employment, career achievement and success in post-secondary programs. | | | | | | | | | | | | X | X |

**K-12 CAREER DEVELOPMENT ACTIVITIES
MOHONASEN CENTRAL SCHOOL DISTRICT**

| Career Development Components | Bradt Primary Grades K-2 | Pinewood Intermediate Grades 3-5 | Draper Middle School Grades 6-8 | Mohonasen High School Grades 9-12 |
|--------------------------------------|-------------------------------------|---|--|--|
| Applied Courses | --- | --- | --- | XXX |
| Apprenticeships | --- | --- | --- | --- |
| Articulation Agreements | --- | --- | --- | XXX |
| Career Academies | --- | --- | --- | --- |
| Career Exploration | XXX (Grade 2 only) | XXX | XXX | XXX |
| Career Majors | --- | --- | --- | XXX |
| Career Portfolio Development | --- | --- | XXX | XXX |
| CEIP Internships | --- | --- | --- | XXX |
| College Level Courses (In-House) | --- | --- | --- | XXX |
| Community Service | XXX | XXX | XXX | XXX |
| Cooperative Work Experience | --- | --- | --- | XXX |
| Entrepreneurship | --- | XXX bookstore | XXX bookstore | XXX bookstore Jr. Achievement |
| Field Trips Work-Site Tours | XXX | XXX | XXX | XXX |
| Job Shadowing | --- | --- | --- | --- |
| Mentoring | XXX Compass Program | --- | --- | --- |
| SCANS Skills | XXX | XXX | XXX | XXX |
| Special Education Career Development | --- | --- | --- | XXX |
| VOTEC | --- | --- | --- | XXX |

Back to School Night/Open House

Target Grade: 6-12

Time Frame: September/October

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|---|-------------------------------|--|--|---|
| Parents/guardians need information regarding current courses and course requirements | To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success. | Parents follow an abbreviated class schedule of their child's typical school day. Teachers disseminate information regarding expectations for each course. Parents are invited to visit counselors and other related services personnel. | Communication between school and home is enhanced, promoting academic success for students. | Parents give verbal feedback. | Mohonasen administrators, teachers, counselors, and support staff. | High school and middle school classrooms, handouts, student schedules. | *Provide student schedules *assist in the development of the program *obtain volunteers form NJHS |

Course Selection

Target Grade: 9-12

Time Frame: November–September

Preparation Time: 10 hours

Activity: 6 full days

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|--|--|------------|--|---|
| Students require assistance in selecting courses appropriate for their educational plans and graduation requirements. | To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary success. | <ol style="list-style-type: none"> 1) Counselors distribute and discuss course materials in class and individually. Students receive a course selection sheet, pathway and School-To-Work information. 2) Students are expected to review their proposed schedule with parents. 3) Counselors schedule an annual review with each student. 4) Student course requests are input into the computer. 5) Counselors follow-up with students regarding problems with their schedules throughout the summer. 6) Failures are rescheduled after summer school sign ups and again after summer school completion. 7) Appropriately rescheduled students for AIS courses as determined by subject administrators. | Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance. Meet with Distance Learning Consortium to get course offerings. | Students will meet their academic goals with only minor schedule changes. The number of Regents Diploma recipients and the number of students accepted into post-secondary education or the military will be considered. | Counselors | Course selection sheets, career pathway brochures and computer system. Meetings with special area teachers to update course offerings Preparation time and paperwork. | Meet with departments to discuss course offering. Meet with administration to discuss staffing. Update course selection sheet and send to central copy. Update each day with teachers to go into classes to explain course offerings. |

Schedule Adjustment

Target Grade: 9-12
Time Frame: Year-round

Preparations time:
 Activity: 30 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|---|---|--|
| During the school year students require schedule adjustments. | To review all change requests and to assess their validity consistent with state and local expectations. | 1) Students must discuss possible schedule changes with their counselor. After discussing the change, including the student’s purpose for wanting the change, the counselor will determine whether the change is in the student’s best interest. 2) Teacher, parent and administrator input will be ascertained. Once the counselor validates the possibility of the change, the student will obtain the appropriate form from his/her teacher and get appropriate signatures. 3) Once the change is approved, then it is made via the computer schedule system. New schedules are printed and given to student and involved teachers. 4) For teacher/counselor requested changes, (i.e., lab additions/deletions, 6.5 credit check, etc.) – changes will be made and the student informed via a new schedule in homeroom. All necessary teachers will be notified. | Relevant changes will be made which do not limit or diminish student opportunity. Continuous behavior issues will be addressed via schedule changes with administrative approval. | Schedule changes will enhance, not detract from, the quality of the education that student obtains and assist in the overall academic success of the student. | Counselors, teachers, principal, Administrators | Change request forms, computer, up-to-date master schedule, and assessment scores. |

Balancing Classes

Target Grade: 6-12
Time Frame: September, October, January, February

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|---|--|-----------------------------------|
| Classes need to be balanced to assure equity of opportunity. | Create course enrollments considerate of size, student ability, gender and diversity. | Review course enrollments for balance of size, student ability, gender and diversity. | Courses will be balanced considerate of size, student ability, gender and diversity. | Creation of balanced class enrollments. | Counselors, assistant principal, teachers. | Master schedule, computer system. |

Maintain Cumulative Records

Target Grade: 6-12

Time Frame: Year-round

Activity: Ongoing

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|---|-------------------------------|
| The school is required to keep a cumulative record of individual student’s academic progress, diploma type, and testing information. | To accurately maintain all relevant student information in a confidential, central student file. | Counselors maintain scheduling, diploma type, career pathway, standardized testing, student course drop forms, interventions attempted, support given and other overall information on how each student is progressing toward graduation. | An accurate comprehensive confidential student file will be maintained for each student. | Each student will have a complete file containing academic information as well as documentation of pertinent disciplinary action. | Counselors, teachers, administrators, guidance secretary. | File folder for each student. |

Program: Education-Career Planning

Documentation and Information Maintenance

Target Grade: 6-12

Time Frame: Year-round

Activity: hourly

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|---|------------|---|
| Almost every aspect of counselor responsibilities requires documentation and record maintenance. | To accurately document pertinent information to assure its accessibility when needed. | Counselors are always obtaining information about students from many different sources. This information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students, pathways, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are gone over repeatedly and status sheets filled out in order to track student progress toward graduation. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency. All functions, activities and classes require up to date forms, handouts and information. Interim reports, report cards and announcements of upcoming events are also done. | Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation. | Records are kept and appropriate information collected. | Counselors | Transcripts, forms, status sheets, schedules, computer. |

Annual Student Review/Parent Conference

Target Grade: 6 and 9

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|---|----------------------------------|--|---|
| Sixth grade parents/guardians need to share information with guidance counselors regarding student strengths, areas of concerns, and overall academic performance. Ninth grade parents/guardians, in addition to the above, need information on choices available in the high school and information on their child's four-year plan and graduation requirements. | To assure personal communication at critical secondary school junctures between school and home. | Sixth grade counselor invites students and parents/guardians to a conference. Counselor has activity sheet for each student with student strengths, standardized test scores, and several sections in which the child and parent are asked to give input. Ninth grade counselors discuss next year's course selections, the four-year plan, and begin a career plan for each student. Conference summaries are provided to all participating parents. | Student/parent/counselor interaction assures optimal student academic performance. | Students/parents give verbal feedback. Evaluation forms mailed to freshmen parents. | Sixth and ninth grade counselors | High school and middle school guidance offices, conference sheets, four-year plan sheets, permanent record folder information, copy machine, career plan folders, mailings, Time frame: 40 minutes per student | *Schedule each parent and student to come in *Send letters home to each parent *Develop conference form *Hold 30-minute conferences with approximately 300 students/parents *Follow-up with thank-you letter *Develop materials to be used. *Counselors meet to discuss feedback from previous years. * Review NYS Career Plan |

Program: Education-Career Planning

Scheduling for Special Needs Population

Target Grade: 6-12

Time Frame: June-August

Activity: 4 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|---|---|
| To meet the specific needs of special populations. | To appropriately place students within their prescribed special education program. | Creation and review of schedules for students with special needs. | Schedules will be created to assure that the prescribed individual educational plan for students with special needs is actualized. | The appropriate scheduling of students with special needs | Counselors, special education teachers. | Scheduling materials, student records, STW information. |

Program: Education-Career Planning

Financial Aid Nights

Target Grade: 10, 11, 12

Time Frame: 2 evening programs

Preparation Time: 2 hours

Activity: 2 ½ hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|---------------------------------------|--|---|---|
| Parents and students need information regarding financial planning for college and how to complete financial aid forms. | To provide financial planning information and support for parents and students for the complex process of applying for financial aid. | Parents and students will be invited to attend financial aid evening programs. The first will focus on long term financial planning. A second program will be scheduled as a workshop to help explain the appropriate completion and filing of financial aid forms. | Parents and students will better understand and successfully complete the college financial aid application process. | Written evaluation from participants. | All counselors, financial "expert" speakers, guidance secretary. | Room, flyers to advertise, evaluations, other literature, and mailings. | Contact College/Financial Planning Service Representative. Send information to parents. Prepare handouts. Contact higher education (FAFSA)- Free Application For Federal Student Aid. |

Program: Education-Career Planning

Career Exploration and Internship Program Placement

Target Grade: 10-12

Time Frame: May – September

Activity: Jr. and Sr. Conferences-2 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|--|---|--|---|--|
| Students need practical experiences in the workplace to explore and reinforce career opportunities and interest. | Counselors, working with the coordinators of the Career Exploration Internship Program (CEIP) and the Early Childhood Education Program, will facilitate school-to-work opportunities for students in grades 11 and 12. | Counselors will facilitate the internship application process during student scheduling. Students' applications will be reviewed and they will be interviewed as prospective interns. Those selected are notified and placements are finalized in the summer. The counselor will address scheduling concerns created by internships. | Students will be placed in appropriate internship settings and their work and progress monitored. | Students in the CEIP and Early Childhood Education Program can make decisions to pursue or change career pathways based on their experiences in the internship programs, while taking the coursework necessary to earn a New York State Regents diploma. | Guidance counselors, internship coordinator(s). | Application materials, interviewing site, network of local businesses, Schenectady County Chamber of Commerce. |

Program: Education-Career Planning

CHOICES Software Interest Inventory

Target Grade: 8

Time Frame: Early each semester, by teams

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|--------------------------------------|---|-----------------------------------|---|
| Students need to be aware of how their interests may be related to future career choices. | To assist students in learning the importance of selecting a career which matches his/her interests and to explore the careers paralleling those interests. | Discussion about careers precedes the activity. Students complete an Interest Survey with CHOICES in the computer lab. A printout of the careers most closely matching their own interest is given to each student. Students learn how to save information on the network and to add to their career portfolio. A career research report is assigned based on this information and that of the sixth grade aptitude inventory. | Students will become aware of the relationship between their interests and particular careers. | A review of the printed information. | Guidance counselor, classroom teacher, computer aide. | CHOICES, computer lab, computers. | *Schedule sessions with each class *Administer career aptitude tests for each class * Attend CHOICES workshop |

CHOICES Software Skills/Interests/Careers**Target Grade:** 9-12**Time Frame:** Year-round

Preparation Time: yearly prep. /training- 3 hours

Activity: 60 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|--------------------------------|---|
| Students need to understand how their interests and strengths relate to the college selection process and career search. | To give students the resources needed to integrate their interests with research related to their career, college and scholarship opportunities. | Students will come to counselors with questions about careers, college, and scholarship information. Counselors will demonstrate and describe how to use the CHOICES Software to research careers, colleges and scholarships. This is most thoroughly addressed in individual meetings with students, the college selection group and Careers and Computers II classes. | Students will access relevant college and career information as they continue to formulate their educational goals and post-secondary plans. | Students will select appropriate careers, colleges, college majors and scholarships with accurate and up-to-date information. | Counselors, computer lab aide. | CHOICES, computer lab, printer, handouts. |

Program: Education-Career Planning

CHOICES Software College and Career Planning**Target Grade:** 9-12**Time Frame:** Year-round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|---|-------------------------------|---|-----------------------------------|
| Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields. | To have students explore careers that fit their interests and abilities, facilitating their college selection process. | Meet with students during individual conferences and at after school workshops. Students will take an additional interest inventory to help them research and focus on a career. Once a general pathway is decided upon, a variety of other factors including college size, geographic location, entrance difficulty will be factored into the search. A list of several schools that meets the student's needs will be produced. | Students will be knowledgeable of career and college information, expectations and requirements. | Students will enter into post-secondary training in a career/major that fits their interests and abilities. | Counselor, computer lab aide. | Computer lab, desktop computer, CHOICES software. | *Schedule sessions for each class |

Program: Education-Career Planning

Career Parent Spotlight Program

Target Grade: 6-8

Time Frame: February through May

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|--|-------------|---------------------------------------|---|---|
| Students need to become aware of the diversity of occupations and career pathways that exist in their community. | To strengthen career exploration and awareness for the middle school students through parent and community involvement. | Voluntary attendance by students. Parents, relatives and friends of middle school students are recruited to make brief presentations to students concerning their occupations and career choices, details of the duties, requirements (physical, education, psychological, etc.) advancement opportunities, salary scales and related issues. Weekly presentations will be scheduled during lunch hours and Directed Study. | Students will become aware of some of the career opportunities that are available to them and the necessary requirements that have to be met in order to enter their fields of interest. | Attendance. | Guidance staff and parent volunteers. | Classroom, Parent volunteers, Handouts. | *Solicit parent volunteers *Establish schedule of presenters |

Program: Education-Career Planning

Career Day

Target Grade: 8

Time Frame: March

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|---|--|---|--|--|
| Eighth grade students will benefit from the opportunity to hear from practitioners in various fields as they consider career options. | Students will learn more about careers of choice, non-traditional careers, careers of the next century, and to experience an educational conference on a college campus. | Following a career exploration unit in 8 th grade, students will have the opportunity to sit in on presentations of four career speakers representing particular areas of interest. Students begin the day by listening to a keynote speaker who discusses careers of the twenty-first century. Subsequent presentations will be 30 minutes each. Parent volunteers will assist as hosts to supervise workshops, introduce the speakers and take attendance. Busing/lunch is provided. | All participants will have enhanced perspectives about future career options. | Students, teachers and speakers will fill out an evaluation. | Career Day Committee members, guidance counselors, 8 th grade teachers, administrator, and keynote speaker, assisted by parent volunteers. | College campus, buses, informational packets for students, speakers, and parent volunteers, food services. | *Contact career professionals to present *Set up schedule with SCCC *Survey 8 th graders to see which presenters they want to hear *Develop permission slips and obtain chaperones *Counselors meet to review information to be presented *Prepare flyers *Contact area colleges representative for presentation * |

Program: Education-Career Planning

Career Pathway Night

Target Grade: 8-11

Time Frame: February

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|---|--|--|---|---|--|
| Students and parents require information regarding future educational plans and school-to-work opportunities at Mohonasen High School. | To inform parents of available career exploration, decision-making programs and course offerings at the high school. | An evening meeting will be held with parents and students to disseminate career pathway and school-to-work information. Workshops will be conducted by teachers on available career pathways. | Students and parents will become more fully aware of the high school's school-to-work resources for educational and career planning. | Program evaluations will be obtained from parents and students at conclusion of program. | Counselors, teachers, administrators, Secretaries | Course of Study guides, agendas, maps of school, evaluations, classrooms, and Pathway information mailings. | <p>*Work with administrator to determine date, set up an agenda, times, rooms, teachers, and sessions.</p> <p>*Fill out building use form and work with administration to invite teachers and verify agenda with them.</p> <p>*Draft and finalize letter to send to parents.</p> <p>*Review and update career pathway booklet, student flyer, Pathways option sheet, evaluation, map and other handouts and send to central copy.</p> <p>* Fold and stuff envelopes for graduation 8-11 mailing.</p> |

Program: Education-Career Planning

Senior Information Night

Target Grade: 12
Time Frame: October

Preparation Time: 5 hours
 Activity: 1½ hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|---------------|--|---|
| 12 th graders and their parents need a review of the college application process. | To dispense college application process information to parents and students as a review of that process. | Counselors present information on the application process, financial aid, the college fair, graduation requirements and demonstrate the CHOICES and e-CHOICES software that can be used in this process. Question and answer session follows presentation. | Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges. | Parents and students fill out evaluations. | HS counselors | PowerPoint, computer, mailings, evaluations, handouts, FTC/LGI | Update flyer, get labels, envelopes and send to central copy and send home to seniors. Review power-point presentation and update with changes. Update evaluation form. Collect possible handouts, consolidate and draft them as necessary, decide on final handouts. Copy handouts and evaluations. Separate presentations into sections and assign presenters. Dry run and keep reminder notes of topics/information to share. Organize LGI and set up. |

Education-Career Programming

Junior Information Night

Target Grade: 11
Time Frame: March/April

Preparation Time: 5 hours
Activity: 2 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|---|---|--|---|
| Students and their parents require additional information and assistance as they continue to plan post high school activities at this juncture. | To inform parents and students of available college and career resources in the high school and to help facilitate their post-secondary school career and educational search. | An evening meeting will be held with parents and students to reinforce an organized approach to actualizing their college and career plan. Parents will receive recommendation forms to fill out and return to their child's counselor. Speakers will be invited to share perspectives on how to select a college and best utilize financial opportunities. | Parents and students will become greater informed on how to proceed with their college and career plans. | Parent and student evaluations following the program. | Counselors, college representatives, guidance secretaries | Appropriate handouts, FTC/LGI, PowerPoint presentations, computer, mailings. | Review other materials to be ordered from various resources |

Academic At-Risk Mailings

Target Grade: 6, 7, 8, 12
Time Frame: Quarterly

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|---|---|---|----------------------------------|--|
| Parents/guardians of students with failing grades need information regarding their child's academic standing. | Parents/guardians of students with failing grades will receive clear understanding of their child's academic standing. | In addition to ongoing updates of their child's academic progress through typical means, counselors prepare letters for the parents of students who are in danger of failing at the end of the second and third quarters. Students who do fail the class are sent a different letter with information regarding eligibility/ ineligibility for summer school. Those who are not eligible and fail the grade are also informed. | Parents will be fully aware of their child's academic standing. | Failing students will improve academically. | Teachers and guidance counseling staff, and secretaries | Student grades, failure letters. | *Review all student's report cards quarterly *Develop letter and photocopy *Complete letters for each student and mail |

Academic Progress Checks

Target Grade: 6-12

Time Frame: Ongoing

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|--|---|-------------------------------|---------------------------------------|---|
| Parents/guardians of students not regularly meeting classroom expectations request information regarding their child's academic standing midway between interim reports and report cards. | Parents/guardians of students needing additional information about their child's academic efforts will call and request counselors to collect information from their child's teachers. | Counselors will distribute forms for progress checks to child's teachers requesting a return of information within a few days. Counselors then call parent with an overall update regarding student's effort and progress. | Parents will have increased information of their child's academic effort and progress. | Students not attempting to meet academic expectations of each class will make a greater effort to do so due to increased communication between parent and school. | Counselor and teaching staff. | Student academic standing, telephone. | *Develop forms for progress checks *Submit a form to each teacher and collect them back *Contact parents and review information Meet with students to follow up *Review CHOICES program * Develop handouts for group. Meet with counselors to discuss activities. |

Program: Education-Career Planning

College Selection Group

Target Grade: 11, 12

Time Frame: 6 weeks, twice yearly

Preparation Time: 2 hours

Activity: 240 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|---|---|---|---------------------------------------|
| Students need information and resources to increase readiness for post secondary school/work experience. | Each student will complete a career portfolio to assist their transition from high school to post-secondary education, employment or the military. | This comprehensive 6-week group meets once a week with counselors as instructors. Group time is spent on instruction, review and creation of portfolio contents, and utilizing the computer resources for researching colleges and careers. | All students will complete an individualized portfolio. | Students will complete course evaluations at the end of the course. Completed portfolios are kept. Counselor observation of improved readiness for post high school life. | Counselors, computer support person, counseling intern. | Computer lab, Handouts, info packets. |

College Fair**Target Grade:** 9-12**Time Frame:** October, May

Preparation Time: 30 minutes

Activity: 60 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|---|---|--|--|---|
| Students need to become aware of post-secondary education opportunities in their college selection process. | Students will attend college fairs and meet with college representatives to gather information and determine their mutual compatibility. | Students will be made aware of fairs through newsletters, announcements and individual conferences. Students and parents attend the fairs and talk directly to representatives of the colleges. They are able to receive first-hand feedback regarding the school's programs, requirements and environment. | Students and parents will have a better understanding of various college program offerings. | Students will narrow their list of desirable colleges. | High school counselors, admission representatives, guidance secretaries. | H.S. Cafeteria and HVCC campus, guidance newsletters . |

Program: Education-Career Planning

College Representative Visits**Target Grade:** 11-12**Time Frame:** September-December

Preparation Time: 1 hour weekly

Activity: 40 minutes per college

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|---|---|---|---|---|
| Students need to be able to sit down for an extended period of time with a representative from a potential college. | Students will gain a clearer perspective of whether a college will be a good match for them. | College representatives make appointments beginning in August with guidance secretary. Students are informed of upcoming visits through a weekly calendar and daily announcements. Students meet with representatives of their choice and gather needed information on the school. Counselors also meet with college reps to get updates on programs, admissions requirements, etc. | Students will be able to assess a school's compatibility in a timely, efficient manner. | Students make informed choices regarding applying to and visiting colleges. | High school counselors, guidance secretaries. Counselor intern. | College Profile Sheets, Mohonasen Profile Sheets. Meeting room. |

Program: Education-Career Planning

Junior Conferences

Target Grade: 11

Time Frame: January, February

Preparation Time: 4 hours

Activity: 40 minutes + per Junior

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|--|--------------------|--|---|
| <p>Juniors need information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals.</p> | <p>To explain the college/career application process, gather information on future plans, and give information on colleges.</p> | <p>Counselors meet with each junior and go over course selections for next year. The college application process is explained. College visitation is stressed and college search information and resources are reviewed. Graduation requirements, diploma type, recommendation and SAT/ACT information are discussed.</p> | <p>Students will have the necessary information to begin/continue the college career search process. Students will be aware of graduation requirements and importance of academic success.</p> | <p>Observation during senior conferences allows counselors to assess preparedness for post high school transition.</p> | <p>Counselors.</p> | <p>Transcripts, recommendation request forms, Junior Conference checklist, activity sheet worksheet and samples, parent recommendation forms, CHOICES, SAT/ACT registration packets, college catalogs. Preparation time for updating information and handouts.</p> | <p>Review information to be covered and given out in a conference folder. Update all sheets for students and send to central copy. Compile sheets into a folder for each student. Review each student's transcripts; determine sequences, credits, diploma type, courses and exams needed. Fill in graduation status cards for each student, and Regents/RCT exam form for exams as needed. Schedule a conference with each student. Send passes and follow up with students or reschedule as needed.</p> |

Senior Conferences

Target Grade: 12

Time Frame: September, October, November

Preparation Time: 4 hours

Activity: 40 minutes + per Senior

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|------------|--|---|
| Counselors need to review graduation status, post high school plans, and the college admission process with seniors. | To assist seniors with post high school planning and review courses required for graduation. | Counselors meet with each senior and explain the college/ career application process, including the importance of college tours, recommendations and resources available. Counselors review how to fill out college/career applications correctly to meet college admissions standards, deadlines, and get financial aid. Graduation requirements, diploma status and transcripts are also reviewed. | Students understand the college/job application process. | Students will file complete and timely applications for college admissions/ employment. Students will obtain financial aid information to successfully complete application process. | Counselors | Transcripts, recommendation request forms, activity sheet worksheet and samples, application check sheets, parent recommendation sheets, senior conference checklist, SUNY applications, CHOICES, SAT/ACT registration information, college catalogs, important dates for senior year, senior cards. Preparation time for updating information and handouts. | Review information to be covered and given out in a conference folder. Update all sheets for students and send to central copy. Compile sheets into a folder for each student. Review each student's transcripts; determine sequences, credits, diploma type, courses and exams needed. Fill in graduation status cards for each student, and Regents/RCT exam form for exams as needed. Schedule a conference with each student. Send passes and follow up with students or reschedule as needed. |

Program: Education-Career Planning

Military Advisement**Target Grade:** 9-12**Time Frame:** Year Round

Preparation Time: 1 hour

Activity: 2 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|---|--|--|------------------------------------|---|
| Students who are interested in the military as a career need to gain information and access to recruiters. | To provide the most up-to-date information regarding opportunities in the military. | Advisement sessions with members of the armed forces. Military representatives, regarding ROTC and admission to the service academies, conduct seminars at the high school. | Students will receive information regarding possible options in the military service. | Students who attend the advisement sessions and who ultimately pursue a career in the military. Feedback from recruiters and students. | Counselors and military personnel, guidance secretaries. | Information packets, meeting room. | Phone conversations with recruiters to set up visitations. Meet with recruiters to discuss statistics re: senior class. |

Program: Education-Career Planning

PLAN and PSAT Administration

Target Grade: 10 and 11

Time Frame: October

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|---|---|---|---|--|
| Students need to be given the opportunity to gain experience with college admissions testing. | Provide students with opportunity to take standardized tests in home district. | Standardized tests, specifically the PLAN and the PSAT, are administered during the first semester of the students' sophomore and junior year. Offering exams during the regular school session encourages maximum participation. Exams are announced through the district newsletter, flyers, counselor notes, and in-school announcements. Counselors must be familiar with test specifications (1 hour) Proctor test (3 hours) | Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the ACT and SAT during their junior year. | Counselors will receive feedback from students following exams. Students can also take part in SAT review courses and will receive interpretation of results. | High school counselors, teachers, administrators, custodial staff, counselors' secretarial staff. | Testing room (gymnasium), testing materials, registration forms. Microphone mailings. | Order PSATs and plan tests. Update flyer and send to central copy. Update Communication specialist and faculty. Get labels and send flyer to each sophomore and junior home respectively. Meet with students who did not attend 10 th period meeting to explain results. Announce test dates on mourning announcements. Organize sign ups, collect fees and student information, make spreadsheet. Notify teachers of student's taking exam. Notify and update custodians with head count. Print nameplates for desks. Read through exam materials to prepare for test administration. Prepare for students from other districts as needed. Notify teachers of changes and of those students who have had 5 th period lunch. Hold 10 th period meeting to share test results. |

Program: Education-Career Planning

Standardized Test Interpretation/Implementation

Target Grade: 6-12

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|--|--|---|--|------------------|---|
| Students, parents, teachers, and administrators need information on student test scores. | To provide students, parents and teachers with a standard to compare student progress and achievement . | Standardized tests are scored and are reported back to the school district. Counselors use these scores to appropriately plan instruction for students. The scores are explained to parents and students as one means of determining student progress. Scores are interpreted by using percentile ranks nationally and grade equivalents. DRP scores are identified to track students reading and comprehension abilities. Teachers are provided scores of students to identify students who may need additional help with curriculum. | Students, parents, and teachers will understand standardized test results and integrate that understanding into teaching/learning process. | Parents, students, and teachers clearly understand test scores by successfully integrating the information to their specific needs. | Guidance staff, teachers, administrators | Testing results. | *Sort through tests and be sure there are enough for each student *Develop a proctoring schedule for each exam *Be sure pencils are sharpened and gymnasium is set up for testing *assist SPED teachers in testing accommodation schedules *Interpret results of each student |

Program: Education-Career Planning

Special Needs Standardized Test Registration

Target Grade: 9-12

Time Frame: Year Round

Activity: 30 minutes per student

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|--|---|---|--|---|
| Students who possess a physical or learning disability need an opportunity to utilize the special testing services provided through the Educational Testing Service and the American College Testing Program. | To provide our students with disabilities unlimited or extended time, and readers, as appropriate, to complete the SAT, PSAT, or ACT. | Counselors gather the needed materials and information to fill out registration forms for students with disabilities. Each student under the supervision of a test proctor will be given extended time to complete the SAT, PSAT, and ACT. | Classified students will participate in the special testing services provided for disabled applicants, so as to give them every opportunity to do their best. | Students will have SAT, PSAT, or ACT scores which may be presented to colleges for admission or placement requirements. | Counselors and special education teachers. | Testing rooms, testing materials, registration forms, IEPs, most recent psychological testing results, credentials, and student health information. |

College Application and Selection Process

Target Grade: 12

Time Frame: Year Round

Activity: 45 minutes-several hours as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|---|---|
| Completed college applications need to be processed. | To provide students with yearlong guidance and supervision in the college selection and application process. | Students meet repeatedly with their counselors to review the selection process, ask questions and review college applications. Counselors write and collect needed recommendations and complete counselor portions of applications. Mid-year marks are forwarded to colleges. Final grades are mailed to the college of choice. | Students select appropriate colleges and programs. | Results of applications are recorded on senior cards. | All counselors, guidance secretary, teachers. | College applications, transcripts, senior cards, file folders, recommendations, computers. Time consideration per student (# of applications x amount of time needed to process each student.) Multiple meetings from Sept-March |

Program: Education-Career Planning

STUDENT INTERVENTIONS

Optimally, students would always come to school ready to learn. However, there are several reasons that this may not be the case. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise the guidance staff has a variety of ways to deal with them. These can include interventions within the school, or referral to outside agencies. Interventions are made when students have attendance, behavioral, home or academic problems.

In-school interventions may consist of crisis counseling, individual counseling, and referral to Child Study Team or referral to the committee on special education. Students can also be referred to peer mediation to help resolve disputes. In some cases when interventions have been unsuccessful or when students or parents are unable, or unwilling, to come to the school to meet, a home visit may be made.

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

Child Study Team

Target Grade: K-12

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|--|---|---|--|
| Students referred by faculty or parents who are experiencing academic or behavioral difficulties. | To improve the academic performance of students who are at risk. | A team of school personnel meet weekly, monthly (depending on building needs) to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a formal plan is written. | The needs of at-risk students will be addressed and a case manager is assigned to coordinate and carry out the plan. | Student success is reviewed at scheduled follow-up meetings. | Included but not limited to: administrator, guidance counselors, school social worker, school psychologist, nurse, teacher representative, Rotterdam Police Department social worker, dean of students. | Teacher referral forms, report cards, permanent record folders, attendance records, behavior, observation data-collection sheets. | *Review student files for background *Meet with teams to discuss students of concern *Follow through on team recommendations |

Program: Student Intervention

DSS/CPS Referrals

Target Grade: 6-12

Time Frame: When necessary

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|----------------|---|--|---|--|--|--|--|
| Student safety | To report incidents as mandated. Reports to give students, support when their safety may be compromised | When students come to counselors describing an incident that may need to be reported to Department of Social Services or Child Protective Services, and determine if the incident is reportable. Sometimes this is determined through consulting with colleagues or by calling CPS. The student is seen by the Nurse for documentation. If the incident must be reported the counselors sometimes in conjunction with a social worker, calls CPS after filling the report/referral. When CPS representatives come to school, the counselor will stay with the student during questioning. Counselors will follow up whatever way is needed. Counselors will also inform the principal. | Students are safe and supported, allowing them to refocus on their education. | Students are safe, relationships with family improves. | Counselor, Social worker, Nurse, Principal | Referral form, Child Protective Services, Department of Social Services. | *Compile data and evidence for referral *Complete and send paperwork or call CPS hotline and report *Follow up with intake meetings and possibly court |

CST (PST) Referral Process

Target Grade: 6-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|---|---|------------------|---|--|---|
| During the school year, faculty and staff may need additional consultation support to assist students achieve success. | Students in need of finding academic focus are referred. | The concerned teacher/counselor fills out the appropriate referral sheet which will include evidence of strategies already implemented and attempted. This may include calling home, conferencing with students and/or parents, and many other methods. | Additional interventions will be identified and implemented to help the student find success in the school setting. | Student success. | Guidance counselors, social workers, dean of students, administrator, school psychologist, Director of Special Education. School Resource Officer, school nurse | Office space, progress reports, report cards, referral forms, permanent folders, attendance records, Behavior Observation Sheets | *Consult with team members *Review student records *Meet with CST * Follow up with agreed upon plan. |

Program: Student Interventions

CSE Referrals

Target Grade: 6-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|---|--|---|---|--|
| Additional information is needed when interventions of the Child Study Team do not help a student achieve academic standards, and it is believed that the student may have a learning or emotional disability. A referral is made for testing with the school psychologist. | To determine if a child has a learning or emotional disability. | Guidance counselors prepare the referral form, discuss its implications with parents, inform child's team of teachers and school principal, and coordinate testing with the school psychologist. | Student in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. | CSE annual reviews are held for classified students. | Guidance counselor prepares referral, school psychologist tests and CSE members review. | Permanent record folder, CSE referral forms, attendance, standardized testing results and report card grades. | *Consult with team members regarding concerns *Review student records with Child Study Team * Follow up with agreed upon plan. |

PINS Petition

Target Grade: 6-12

Time Frame: Year Round

Activity: 15 minutes – 1 hour

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|--|--|--|--|---|
| When interventions of the Child Study Team do not help a student improve ungovernable behavior and/or poor attendance, legal intervention is needed. | To improve a student's school behavior and/or attendance thus improving a student's academic success. | Guidance counselor completes the PINS referral form gathering appropriate documentation (attendance report, suspension letters, etc.). Follow up to the petition is an intake meeting with probation, which is attended by the counselor or an administrator, student and parent(s). The referral is discussed as a plan of action. | Student will change behavior and/or attendance problems. | A review of student's behavior and/or attendance is made to see if improvement has occurred. | Guidance counselor and/or administrator, Dean. | Report card, attendance record, behavioral report, form for PINS petition. | *Compile data for referral *Complete application and mail *Follow through with intake meetings and possibly court |

Program: Student Interventions

Transition Referral and Interview Process

Target Grade: 11-12

Time Frame: January, April

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|---|---|---|
| Students are referred based on behavior and academic history, academic performance and behavioral difficulties. Referred students are demonstrating a lack of success for a variety of reasons. | To improve the academic performance of students who are at risk. | Individuals are referred by school personnel because of lack of academic success. Students and parents are invited to school for an interview to assess appropriateness of acceptance to Transition. Expectations are stated, based on student's areas identified as inhibiting academic success. Improvement is expected in stated areas to demonstrate desire and commitment for acceptance to Transition. A time period to demonstrate commitment is set up (contracted) with student. At completion of said time period (2 weeks to 30 days), student is accepted into program or rejected on lack of commitment to improve situation and academic setting. Interview process takes 2-3 full days. | Students accepted to Transition will begin to have academic success. Students not admitted to program will have a clearer understanding of what they need to do to meet academic success. | Student success is reviewed at 30-day probation period. Success is measured in terms of academic and behavioral improvement as noted by student, parents and faculty. | Administrators, counselors, social workers and teachers, Transition Teacher, guidance secretaries, Interview committee. | Interview Space evaluation forms, transcripts, and contracts. |

Program: Student Interventions

Attendance/Behavioral Issues

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|--|--|---|--|---|
| Parents/guardians need information on their child's attendance and behavior in school. | Students so needing will increase their academic performance, attendance, and behavior in school. | Referrals are made to Child Study Team for any student who is at-risk due to grades, attendance, or behavior. Parents of these students are informed of CST Referral. Any student who has missed 20% of the days in any given ten week period receives a letter to the parent/guardian. | Students will improve attendance, behavior and academic performance. | Students will improve academically and behaviorally. | Child Study Team and middle school, teachers. | Student grades, attendance and teacher referral forms. | *Review student records and tally attendance *Formulate letters and input names *Contact parents *Meet with each student |

Program: Student Interventions

CSE/ 504 Review

Target Grade: 6-12

Time Frame: At least yearly, per student.

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|---|--|---|---|--|
| Students and parents need information regarding the student's academic program and progress made for that year. A student's 504 plan is reviewed each year. | Special Education students and students with 504 plans and their parents will receive updated information on yearly progress made and plans for the following school year. | Counselors attend their counselee's CSE/504 meetings. They provide academic and career information and updates as known about their counselee to assist in assessing the appropriateness of the student's IEP or 504 Plan. May also provide information about the student's study habits or difficulties, as known. Counselor will also provide information on student's course selection for the following year. | Students will be placed to, or remain in, an appropriate program with appropriate accommodations. | IEP/504 and/or schedule will be adjusted as necessary to encourage academic success. | Director of Special Education, school psychologist, parent advocate, special education teacher, guidance counselor of student, student, parent and regular education teacher. | Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan | *Consult with team members on academic progress of student *Attend meetings for each student in caseload * Review student graduation status and requirement information. |

Home Visits

Target Grade: 6-12

Time Frame: As needed.

Preparation Time: 10 minutes

Activity: 30 minutes – 1 hour

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|---|---|------------------------------------|---|-------------------|
| Students with attendance issues or who refuse to come to school need interventions to assist in getting them to school. | To get student to return to school and improve attendance. | Counselor and Dean of Students/SRO or administrator go to student's house and encourage student to come back to school with them. Parents are consulted and enlisted to help get student to return to school. | Student will return to school with counselor and dean or SRO. | Student's attendance will improve. | Guidance counselor, Dean of Students, administrator, SRO. | District Vehicle. |

Program: Student Interventions

Individual Counseling

Target Grade: 6-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|--|---|--|---|
| During the school year students may encounter academic or social problems that may require short term counseling support. | To advise and counsel a student exhibiting behaviors that prevents him/her from learning. | The counselor will help the student process the problem and work toward possible solutions. If no solutions are possible, strategies to cope with the problem will be developed. Efforts are made to help the student return to state of mind conducive to learning. | The student will return to school with an emotional state conducive to learning, allowing the individual to return to class. | Individual counseling will help students going through difficult situations to cope with their problems, thereby allowing them to stay on target academically. | Guidance counselors, student assistance counselor, psychologists. | Office space. Schedule, transcript, Interim, report cards, computer. | *Meet with each student on an as need basis *Follow up |

Program: Student Interventions

Crisis Intervention/Evaluations

Target Grade: K-12
Time Frame: School Year

Preparation Time: unplanned
 Activity: 15 minutes – 2 hours.

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|--|--|--|
| Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. | To diffuse potentially dangerous or hazardous situations in order to stabilize the student in an effort to integrate him or her into their normal classroom routine. | Counselor meets with student(s) to try to discuss and diffuse explosive situations. Counselors assess students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to student's parents and outside referral, if necessary. | Crisis situation will be diffused and student returns to classroom environment. | Follow-up with student, parents, teachers and any outside sources to determine outcome. Ability to return to class, continue with the day and develop plan to work through difficulty. | Guidance counselors, social workers, school psychologist, administrator. | Office space, outside resources as needed. |

Program: Student Interventions

Peer Mediation Training/Program Coordination

Target Grade: 9-12
Time Frame: Coordination: Year Round
 minutes

Training: Preparation Time 2 hours/ Activity: 12 hours
 Program Coordination: Preparation time: 10 minutes/ Activity: 40

Training: Two 6-hour training workshops and an additional 2-hour follow-up 2 months later.

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|---|--|--|--|---|
| There is a need for students (peers) and faculty to act as mediators to assist and promote conflict resolution within the school setting. | To provide a non-violent alternative to resolving conflict using trained high school students and faculty members to mediate student-to-student or student-to-faculty disputes. | After training, mediators meet monthly for training and update. Student and faculty pairs are scheduled to mediate disputes during school hours. This is critical since conflicts may disrupt the learning process. Mediators may have as much as 24 hour notice or as little as one hour's notice, depending on the nature of the conflict. Students are self or other referred in order to resolve conflicts of varying nature and degree | Students will resolve manageable problems before they intensify, thus allowing students to regain focus on the learning process. | Ongoing supervision for each mediation to improve the overall effectiveness of the program. Number of referrals for mediation. Mediator teams will check back with disputants within 2 weeks for feedback. | Program Coordinator, student and faculty mediators that may be called to mediate on a moment's notice. | Room, training materials, student schedules. Need Administrative and faculty support to make referrals. |

Community Agency Referrals

Target Grade: K-12

Time Frame: Year Round

Activity: 15-30 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|---|---|--|---|---------------------------------|
| Some students will require services that are beyond the scope of school services and resources. | To provide appropriate and timely referral to resources/agencies for students and families based upon their individual needs. | Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.). | Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment. | Feedback from outside referral source. | Guidance counselors, social workers, student assistance counselors. | Directory & community agencies. |

Program: Student Interventions

Liaison with Outside Agencies

Target Grade: 6-12

Time Frame: Year Round

Activity: 15 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|---|--|--------------------------------------|--|
| Coordination of services between the school and agencies and/or therapists working privately with a student are necessary to assure that providers are informed and working towards the same goal. | To coordinate with caseworkers and therapists interventions to improve a student's academic success and emotional stability in school. | Telephone consultation, arranged meetings between student, agency worker or therapist and guidance counselor to discuss current student issues and progress. | Improved student success through informed coordination of services. | Feedback from outside referral source. | Guidance counselors, social workers. | Signed parental release giving permission to share information, student records. |

Collaborative Assistance Team (CAT)

Target Grade: 6-11

Time Frame: School Year

Activity: 1 ½ hour Monthly

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|------------------------|----------------------------------|--|---|
| To acquire a complete profile of a student, the Schenectady County PINS Diversion Program, probation and Mental Health meet with school personnel in an interactive setting. | With the CAT team, guidance counselors will assist in creating a student plan as an intervention. | Personnel from various agencies meet to discuss student and family and assess what services are needed to assist the family in creating a plan of action. | Information is shared. | All parties are better informed. | Director of Pupil Personnel Services, county agencies, Middle school/ high school guidance counselors, administrators teachers, special education case managers, | Progress reports, report cards, attendance records. |

Bully Beware Program

Target Grade: 6-8

Time Frame: Fall Semester

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|--|--|---|---|
| Students will learn how to take a stand against bullying in their school and ultimately in life. To build moral and character development of our students | To educate students on the effects of bullying on the victim and the perpetrator. To build the moral and character development of our students. | Following student surveys on bullying in our building, counselors, administrators and the school resource officer make 40-minute presentations to all advisory classes on bullying, using the frameworks of the Bully Beware Program | Students will begin to take a stand against bullying in their school and ultimately their lives. Victims of bullying and bullies themselves will learn successful strategies on how to manage and put a stop to bullying in their own lives. | Number of student reports of bullying, referrals from teachers relating to bullying, overall environment and moral of the building | Counselors, Student Assistance Counselor, Assistant Principal, and School Resource Officer | Bully Beware Program (Handouts, survey, video), TV/VCR, Overhead projectors | *Prepare schedule for presentations building wide *Administer Bullying survey and tally results *Design presentation and photocopy handouts and transparencies *Do 40-minutes presentations to each advisory class in the building |

SCHOOL SUCCESS

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school well prepared to meet the rigors of post secondary education and/or the workforce. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways. Parent/teacher conferences, progress checks and Homework Hotline are just a few ways that efforts are made to keep parents informed.

Aiding school success also means providing additional summer support to those students who may be doing all they can to succeed, yet are still encountering difficulty. Additional support may take the form of students tutoring peers or pairing students with teachers or volunteer mentors from the community. Not every student learns in the same way, so a variety of supports are needed to help and encourage every student find school success.

Student Progress Reports/Updates

Target Grade: 6-12

Time Frame: Year round

Preparation time: 5 minutes

Activity: 20-30 minutes per update

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|--|---|---------------------------------|
| During the school year, parents may request additional updates on their child's academic progress. | To provide parents with adequate information on the academic progress of their child. | 1) Parent contacts counselor requesting an academic update. 2) Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved. 3) Counselor collects information from teachers and calls parent to discuss collected information. Reports may also be mailed home. | Parents will receive timely and informative feedback from teachers on the academic progress of their child. Student academic performance will improve. | Increased communication between parents/teachers counselors. | Counselors, teachers, guidance secretaries. | Telephone, progress check form. |

Program: School Success

Parent/Counselor Conferences

Target Grade: 6-12

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|--|---|---|--|
| Parents/guardians and counselors need to work collaboratively to enhance student performance. | To provide Mohonasen parents/guardians with ongoing academic and social consultation regarding their child. | Counselors will meet with parents to discuss student progress or parental concerns regarding academic and social development. Counselors gather information from teachers via team meetings or written correspondence to identify student achievement. Counselors may use the phone or personally communicate information to parents. If teachers cannot be present, counselor will communicate conference outcomes with student's teachers. | Parent communication will be enhanced to assure student success. | Student achievement and behavior will improve. | Mohonasen teachers and guidance counselors. | Student grades, student standardized test scores, student progress information. | *Pre-schedule entire caseload of students and send letters home *Meet with each parent and student for a 30-minute conference (approx. 280 students) * Follow up with thank you letter |

Program: School Success

VOTEC Counselor Meeting/Visitations

Target Grade: 11-12

Preparation Time: 2-.3 hours each meeting

Time Frame: September –June (Quarterly)

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|---|--|---|---|--|
| Counselors need information and updates regarding vocational training to better prepare students for post high school careers or exploration for college. | Counselors will meet with VOTEC staff and area professionals to obtain information, which will facilitate technical education learning experiences for students in grades 11 and 12. | Counselors will meet quarterly to discuss changes in VOTEC opportunities, programmatic expectations and professional development. Counselors will also tour new programs with other counselors. Guest speakers from VOTEC or area affiliates will provide high school to post-secondary college opportunity. Counselors set- up half day visitations with VOTEC, draw up VOTEC visitation permission form, and distribute to interested students. Students sign up in guidance. Counselors follow up with students, parents and incomplete or missing forms as needed. VOTEC also requests a counselor as a chaperone for the visitation. | Students will attend VOTEC for technical education as juniors and seniors. Students have the information needed to decide if they want to attend VOTEC Center and if so, which program they want, thus getting vocational training in that area. | Students receiving technical education can make decisions to pursue or change career directions based on their experiences in the VOTEC programs while taking the coursework necessary to earn a New York State Regents Diploma with Technical Distinction. | Guidance counselors, Capital District Education Specialists, Career Professionals, VOTEC teachers, and administration | VOTEC program guides and program applications. |

Program: School Success

VOTEC Student Visitations

Target Grade: 11-12
Time Frame: Spring

Preparation time: 2 hours
 Activity: half a school day

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|--|--|---|
| .Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in VOTEC programs. | Counselors will facilitate exposure to technical education opportunities for students in grades 11 and 12. | Counselors will plan a half day visitation to Albany VOTEC for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets and will then sign up for the trip. Students will bring in signed permission slips to participate. Students and a counselor will take a bus to VOTEC for the half-day tour. | Students will select appropriate VOTEC programs to attend for their next school year. | Students will complete the one or two year VOTEC program and make decisions to continue on or change career direction based on their participation in the VOTEC program. | Guidance counselors, guidance secretary, VOTEC personnel, bus driver | Parents permission slips, information sheets, sign up sheet, bus. |

Counselors/Principal Meetings

Target Grade:9-12
Time Frame: Year Round

Preparation Time: 40 minutes weekly
 Activity: 40 minutes weekly

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|--|-----------------------|-------------------------------|
| Counselors and administration need to communicate concerns, updates upcoming events to each other and work together. | To provide counselors and administration team with a forum to communicate upcoming events, concerns, projects and trouble shoot potential problems. | A counselors designee (Dean) and the principal will meet weekly to update information; address counselor departmental concerns and strategic solutions and improvements to current systems. At strategic times of the year the principal will meet with the counseling department to update and address procedures that have a school-wide impact, such as a end of year and graduation procedures. | .Effective and consistent communication between administration and the Counseling and Career Center. | Principal will have improved understanding of guidance functions and awareness of all ongoing projects. Counselors will obtain administrative support of all efforts to improve communication within school and between home and school. | Counselors, principal | Documents, computer printouts |

Weekly Department Meetings

Target Grade: 8-12

Time Frame: Year Round

Preparation Time :40 minutes weekly

Activity: 80 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|--|--|---|--|
| Counselors need to maintain a process consistent from counselor to counselor within the department. Maintain regular agenda items and set priority items that change regularly and often. The department needs to meet weekly to ensure communication of all weekly projects and concerns. | To provide counselors with a weekly forum to address changes, projects and problems and ensure clear communication between all counselors. | Counselors meet weekly to review concerns, plan projects and events and share information pertinent to counselors and secretaries. Counselors also meet with the SASI technology coordinator to communicate concerns, problems and discuss impending needs with regard to SASI, Mohonasen's student management system. | All students will receive consistent services and information from the Counseling and Career Center. | Improved communication between counselors. | All counselors, guidance secretaries, SASI technology coordinator, sometimes building principal | Calendars, SASI reports, paperwork, quiet office |

Capital District Counseling Association: High School Committee

Target Grade: 9-12

Preparation Time: Regular meetings 1.5 hours each; 5 hours additional prep

Time Frame: September-June

Activity: 12-14 hours, Day trip to colleges

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|---|--|
| Counselors need to continue to update knowledge base with regard to post secondary options for students and share information with students so they can make informed decisions. | To improve knowledge base of secondary options for all students and enhance communication of this knowledge. | High school counselors from the Capital District meet regularly to share information about “best practices” at their high schools. Counselors also plan an event to improve the knowledge base of all high school counselors with regard to post-secondary options. | All committee members will take “best practice” demonstrations from other schools and incorporate appropriate parts into their own programs. Participants of planned events will add to their knowledge base of post secondary options to better serve their students. | More informed counselors result in better-informed students making more appropriate choices for post-secondary study or employment. | Guidance counselors, college admissions counselors. | High school counselors, college admissions, counselors, college speakers, transportation, mailings, fee meeting place. |

Parent/Teacher/Counselor Conferences

Target Grade: 6-12

Preparation Time; 15 minutes

Time Frame: School Year

Activity: 50 minutes- 1 ½ hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|---|--|---|---|
| Parents/guardians of students, teachers, and counselors need to periodically exchange information on students. | To provide Mohonasen parents/guardians an opportunity to discuss student achievement with classroom teacher(s) in order to assure student success. | Conferences are conducted at Mohonasen in different ways depending on the grade level and student concern. The middle school conferences are run in accordance with the Valentine Discipline Model. Counselor and teacher representatives contact parents. Teachers are given a form to complete on the child asking them to list their strengths and any weaknesses the child is having in their classroom. A plan is developed to assist the child and the counselor follows up in two weeks with a progress check. High school conferences are conducted by inviting all teachers to meet with parents to share information on the student. | Parent communication is enhanced to assure student success. | Student achievement and behavior will improve. | Mohonasen teaching and guidance counseling staff. | Student grades, student standardized test scores, student progress information. |

Classroom Connection Newsletter

Target Grade: 6-12

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|--|---|---|--------------------------------------|-----------------------------------|---|
| Parents in the community need information about their children attending Mohonasen High School, specifically upcoming events and school milestones that mark their team's progress throughout high school. | To provide parents with accurate information about upcoming opportunities at the high school level and how to take advantage of them. Also, shares research about how to deal with your teenager on a variety of concerns (study habits, communication, etc.) | Counselors provide topical information to Mohonasen's communications specialist, determined by the focus of that quarterly newsletter. | Parents will have additional knowledge of high school opportunities and insights that may help with raising their children. | Indirect or direct feedback from parents. | Counselors, communication specialist | Computer, internet sites, printer | *Consult with Deb Bush on the topics for upcoming issues *Brainstorm ideas and gather information for newsletter *Draft copy for the newsletter and submit it to Deb Bush |

Program: School Success

High Schools That Work

Target Grade: 9-12

Time Frame: Year Round-on going

Preparation Time: 1 hour

Activity: 1-8 hours/meeting

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|---|--|---|------------------|---|
| To understand and help institute the 10 key principles of HSTW | To integrate these principles into our school and to help students raise their expectations, take a challenging career/technical based curriculum and increase achievement. | Participate in HSTW Committee. This attending school, state and national meetings and conferences. The committee will facilitate the communication of the goals of the organization, and begin instituting the key practices. | Improved student understanding of connection between education "real world" | Students will make informed career choices and improve standardized test scores. | Counselors, Teachers, and Administrators. | Provided by HSTW | Research on test scores and data collection |

Grade Reporting from SASI

Target Grade: 6-12

Time Frame: Year Round-on going-

Preparation Time: None

Activity: 20 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|--|------------------------------|---|-------------------------------------|
| To ensure accurate grades, transcripts, GPA and rank for our students. | To successfully transition from WISDIM to SASI while maintaining the integrity of student records. | Verifying current student grades from previous years, hand calculating quarterly, yearly, and overall high school averages to match them against current information to SASI program. End of year verification of grade calculation and accuracy of attendance, final exams and regents exams with each teacher. | Information sent to colleges and other high schools will accurately reflect student achievement. | Accurate information in SASI | Counselors, Secretaries, Computer staff | Computer, report cards, calculator. |

Program: School Success

Parent/Teacher/Student/Conference Summary

Target Grade: 6-12

Time Frame: School Year

Preparation Time: Note-taking during conference

Activity: 15 minutes

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|---|---|---|---|--------------------------------|
| Parents need documentation for follow-up to PTC conference. | To have an accurate record for teachers and parents of what was discussed and agreed to at conferences. | Counselor writes and distributes a summary of the conference to teachers and parents. | A written document serves as a record/guideline of suggestions and items agreed upon by those attending conference. | A two-week review is completed consulting teachers and parents following the guidelines of the summary. | Guidance counselor, guidance secretary. | Student records, meeting room. |

Program: School Success

Connect for Success Committee**Target Grade:** 9-12

Meeting Time: 1 hour monthly

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|---|--|--|---|
| Parents, school staff and students need to work to identify strengths and areas in need of improvement in communication between home and school. | Parents and school staff will improve communication in an effort to improve student success in school. | A committee consisting of parent, students, and school personnel will meet regularly to discuss methods, brainstorm ideas to improve student success in school. This committee provides the community with the Academic Family Fun Fair each year in March. | School and community will come together for a well-planned evening of educational fun and food. | Strong attendance at Academic Family Fun Fair. | Communication specialists, administrators, counselors, teachers, parents and students, community volunteers and presenters | School information policy sources, computer, and printer. |

Program: School Success

Regents/RCT Letters**Target Grade:** 9-12

Preparation Time: 1 hour, activity 2-3 hours

Time Frame: December-May

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|--|---|-------------------------|---|---|
| Students and their parents need to be informed of state assessments needed to graduate from high school and/or to receive IEP local diploma, Regents, Advanced Regents, Regents w/ Honors, and Advanced Regents w/ Honors diploma. | To assure that all students meet state exam graduation requirements | Go through student records to determine which students still need to pass exams for their diploma type. Reminder sheets are then filled out and mailed home to parents. These reminders are sent out early in order to give students enough time to prepare for the exams. The reminders also include helpful hints on how to study as well as useful websites for review. Students are also added to walk-in lists on the computer to ensure that the exam grade will be recorded on their permanent record. | Students and parents will be aware of the exams needed to graduate and be prepared to take them. | All students will take exams needed to graduate and meet diploma requirements | Counselors, Secretaries | Computer, transcripts, Regents Reminders, Summer school, Reports, Regents schedule, WISDIM files. | Update forms, Change dates, Confirm graduation requirements, for each student |

Program: School Success

Regents Diploma Reminder

Target Grade: 10-12

Time Frame: December, May

Activity: 1 hour

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|---|---|------------------------------|--------------------------------|---|
| Students and parents need to be aware of what exams they still need to graduate and/or receive a Regents Diploma. | To ensure graduation for all students and increase the number of Regents Diplomas awarded. | Counselors compile a list of students who still need to pass state exams to graduate. They also compile a list of students who passed Regents courses, but failed the Regents Exams required for a Regents Diploma. | All students and parents will be aware of exams needed to graduate and/or obtain a Regents Diploma. | Student attendance at exams. | All counselors and secretaries | Computers and scheduling software, current and accurate information on state requirements mailings. |

Homework Hotline (Parent Component)

Target Grade: 6-9

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|--|---|--|---|--|
| Draper Middle School parents and students need to access homework information after school hours. | To provide Draper Middle School students and parents with a system after school hours that will provide them with homework information on a daily basis. | Counselors ask for parent volunteers to answer phones between the hours of 5:30 and 7:30 PM. Once listing of interested parents is given to counselors, counselors provide two Homework Hotline Training Workshops to instruct parents how the program works. Knowledgeable parents are scheduled to answer phone lines in the middle school once every six weeks. Schedules are sent home to designated parents on a monthly basis. | Student's academic performance will improve. | Parents are asked to fill out questionnaire regarding effectiveness of program. | Draper Middle School teaching and guidance counseling staff. | Homework sheets for each subject, room with a phone line, schedules for all students in the building, log sheet, parent volunteers, parent schedule, training packet, phone, informational posters. | *Maintain the teacher sheets and log book on a daily basis *Schedule NJHS students to prepare books during block 5 *Help solicit parents for volunteers and hold 30-minute training session in the evening |

Website Homework Hotline (Student Component)

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|---|--|---|--|
| Draper Middle School parents and students need access to homework assignments in the evening. | To provide Draper Middle School students and parents with a system that will provide them with homework on a daily basis. | Counselors ask for student and parent volunteers to work on the Homework Hotline. These students and parents are trained and monitored closely for the remainder of the school year. | Student's academic performance will improve. | Parents are asked to fill out questionnaire regarding effectiveness of program. | All Draper Middle School teaching and guidance counselors, students. | Homework sheets for each subject, room with a phone line, schedules for all students in the building, log sheet, phone. | *Solicit student volunteers to input data *Maintain a daily schedule for inputting *Help train students on how to input on the web |

Program: Student Success

Study Skills Training for Parents

Target Grade: 6-8

Time Frame: October

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|--|--|--|--|--|
| Parents need strategies to assist their children to study more effectively. | To have students experience greater academic success. | An evening program is scheduled for parents of middle school students. Strategies for more effective studying are shared. Parents are familiarized with classroom procedures and expectations. | Parents will acquire study skill information pertinent to their child's educational program. | A written evaluation is given to all participants at the end of the meeting. | Guidance counselor, student assistance counselor, study skills project leader. | Parent packets which include a study guide, parenting tips, and information about school programs. |

Program: Student Success

Peer Tutoring/Mentoring

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--------------------------------|---|---|--|---|
| At-risk students need to improve their grades. | To provide Draper Middle School students the opportunity to work with a peer to improve their academic and social success. | Students are referred to counselor to gain assistance with academic/social difficulties. Counselor meets with the child to determine areas of weakness and days of the week child may stay for extra help. Peer tutors are identified to provide assistance to a peer having difficulties. Counselor matches students through personality and areas of difficulty. Tutoring occurs either in the guidance area, library, or in the classroom under the direct supervision of the classroom teacher. Counselor meets with peer tutors to provide guidance and assistance. | Improved academic performance. | Teachers, students and parents give verbal feedback regarding effectiveness of the program. | Guidance counselors, high school students, middle school students | Classrooms, guidance area, homework hotline. | *Solicit volunteers from high school and middle school *Identify students in need *Schedule sessions for students to meet weekly *Follow up with peer mentors on progress *Follow up with teachers on progress of student |

Program: School Success

Academic Intervention Services (AIS)
Assisting with Selection, Scheduling, and Monitoring

Target Grade: 6-12

Time Frame: All-Year including summer

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|---|---|---|--|---|
| Students are identified as needing AIS to help them be successful in school and ultimately meet the NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations. Assisting in the selection, scheduling and monitoring of students. | To help students work towards meeting the NYS Learning Standards and graduation requirements. To assist with selection and monitoring of AIS students. Responsible for scheduling students into SASI and/or AIMS | Assisting in the selection and the monitoring of students receiving the following services: AIS classes, remedial labs, social work, peer mentoring, attendance monitoring Responsible for maintaining and balancing schedules, and parent correspondence through letters, phone calls and parent conferences | Students receive stronger grades in school and ultimately meet the NYS requirements for graduation. | Student grades, test scores, attendance in school | Counselors, Academic Administrators, Director of PPS, Building Administrators, Teachers | Student records, test scores, grades, SASI System, Letters | *Thoroughly review all student records and teacher recommendations *Monitor grades of each students quarterly and make appropriate changes *Formulate letters and complete one for each student and service *Maintain accurate records in SASI |

Senior At-Risk Mentoring Program

Target Grade: 12

Time Frame: 2nd quarter – December

Preparation Time: 2 hours

Activity: 1 hour each at every 5 and 10 weeks

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--------------------------------------|---|--|-------------------------------------|--|---|---|
| Seniors in academic jeopardy of not graduating in June need additional one-on-one motivation from helpful faculty. | To assure timely student graduation. | Interested faculty “adopts” one or more seniors at-risk and meet with them regularly. Counselors provide guidelines to faculty and updates regarding progress reports and report cards. Mentoring faculty keeps documentation and may call home as necessary. | Mentored student will be more invested in doing well academically, and will be successful in studies and graduate in June. | Mentored students graduate on time. | Counselors, teachers, coaches, administrators. | Mentoring guidelines, feedback sheets, schedules, and report cards. | Review all senior report cards-decide students at risk. Make list, recruit faculty, update tracking sheets, pull report cards and progress reports with each student, then follow up with mentor to check progress. |

Program: School Success

Sophomore Conference

Target Grade: 10

Time Frame: November -December

Prep Time: 2 hours

Activity: 40 minutes/sophomore

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|--|------------|--|---|
| Sophomores need information about careers/colleges. Counselors need to gather information for student career plans. Sophomores need to select courses for the next school year. | To meet with sophomores to gain and dispense information about career, college preparation, scheduling and current school year. | Counselors prepare sophomore fact sheets, course selection sheet agenda for sophomore conference. Counselors schedule sophomores, review grades and meet with each student individually. Current grades and future plans are discussed and career plans updated. Counselors work with students to determine which courses each student should take next year to be prepared for their future. Counselors input all course selections into computer and follow up with new course offerings and drops as needed. | Sophomores have more information about steps to take to prepare for future plans to succeed in school. | To have the correct schedule for the following year. | Counselors | Student schedules, grades, career plans, Sophomore fact sheet, Choices, transcripts, Computer. | Update forms, research information relevant to that particular graduating class, Prepare transcripts. |

Program: School Success

College Application Processing

Target Grade: 12

Time Frame: October-March

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|--|--|--|--|
| <p>Seniors' college applications need to be processed, checking over for accuracy and completeness. Transcripts, recommendations, essays, activity sheets and applications must be checked over and put together to be sent out to colleges.</p> | <p>To review and complete applications, gather all necessary pieces and send complete information to colleges in a timely fashion and to present students in the best possible light</p> | <p>Counselors to review essays, applications, activity sheets and other information to be sent out to colleges, giving feedback to students. Transcripts are printed, checked and completed with standardized test scores and school profile and made official. Counselors gather and assemble all pieces of applications, mail and maintain records of applications sent out.</p> | <p>Colleges receive all required information needed to assess each student's application in a timely and neat fashion.</p> | <p>Feedback from college admissions representative</p> <p>As per college admissions feedback, the application process conducted by Mohonasen counselors is recognized as one of the most comprehensive and thorough in the capital district.</p> | <p>Counselors Guidance Secretaries, Teachers</p> | <p>College files, applications, transcripts, essays, activity sheets, counselors forms, student files, recommendations, supplemental information, application check lists.</p> <p>As per college admissions feedback, the application process conducted by Mohonasen counselors is recognized as one of the most comprehensive and thorough in the capital district.</p> |

Program: School Success

Summer School Mailing/Registration

Target Grade: 6-12

Time Frame: June

Preparation Time: 2 hours

Activity: 10 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|---|---|---|--|--|
| Students and parents need to be notified of course failures, summer school eligibility and summer school registration. | To notify parents and students of course failures and summer school eligibility. | Counselors attempt to gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms, fold, stuff, label and mail this information to parents and students. Counselors assist in the registration of students for summer school classes. | Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration. | Students and parents receive summer school information. Eligible students register. | Guidance counselors, guidance secretaries, summer school principal, summer school secretary | Course failure/state exam failure lists, summer school forms, SASI, envelopes, postage, labels, transcripts. | Update forms, Meet with Summer School Principal regarding courses offered. |

Program: School Success

Team Meetings

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|---|--------------------------------|--|---|-----------------------------|---|
| Teachers and counselors need to exchange information about students. | To increase communication between teachers and counselor to enhance student academic performance. | Counselors meet with teams of teachers one period a week to discuss student performance. This meeting time is also designated to have student meetings and to have parent conferences at the convenience of the parent. | Improved academic performance. | Student behavior and academic standing will improve. | All Mohonasen teachers and guidance counselors. | Classrooms, student grades. | *Meet with teams bi-weekly to discuss student concerns *Follow through on plans of action *Review student records thoroughly for background |

Program: School Success

Distance Learning Coordination

Target Grade: 9-12

Preparation Time: 3 hours

Time Frame: August- June

(month for consortium meeting –2 hours schedule coordination)

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|---|--|--|--|
| Students need to be given the opportunity to take courses that they may not have the access to through the Mohonasen curriculum. | To offer courses to students that will expand their coursework and provide a variety of academic experiences that were traditionally not offered at Mohonasen. | Designated counselors will attend meetings of the Capital Region Distance Learning Consortium, making decisions as to which courses will be scheduled. Counselors will also work with faculty to discuss course offerings and to develop “host” courses to the students. | The distance-learning schedule will have course offerings in each period, providing more opportunities for Mohonasen students. | More students will take distance-learning courses, expanding the number of students taking Advanced Placement courses and Advanced Placement exams. | H.S. Counselors (Distance Learning coordinator) H.S. Principal, Distance Learning Consortium NERIC, Distance Learning Aide | Distance Learning Schedule, MHS Master Schedule. | Distribute Workshop/Planning materials to Advanced Placement Instructors. Order exam materials. Complete Annual Survey to Capital District BOCES. Work with Advanced Placement Instructors to do registration Print all schedules of classes for enrollment data. Consult with administration and staff to determine needs |

Program: School Success

Advanced Placement Program Coordination

Target Grade: 10-12

Preparation Time: 5 hours Registration, 15 hours Administration, 2 hours Package Exam

Time Frame: September -May

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|---|---|--|
| Students need to be given the opportunity to take college level coursework and possibly earn college credit. | To offer courses to students that will expand their coursework and provide a variety of academic experiences at the college level. | Designated counselor will serve as Advanced Placement coordinator, working with administration and faculty to expand AP course offerings.. | Continue to expand Advanced Placement course offerings through both MHS and the Capital Region Distance Learning Consortium. | More students will take Advanced Placement courses and Advanced Placement exams. | H.S. Counselors (spec. AP coordinator) H.S. Principal, Distance Learning Consortium NERIC | Distance Learning Schedule, MHS Master Schedule | Contact proctors. Contact District Treasurer to have Proctors paid. Work with AP teachers to facilitate program. |

High School Team AIS Meetings (Grade Level)

Target Grade: 9-11

Time Frame: School Year

Activity: 60 minutes per meeting

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|--|--|--|---------------------------------------|
| To identify academically at-risk students at each grade level. | To provide a team-centered approach in identifying students at-risk in English and Social Studies so as to refer these students to appropriate in-school services to promote their success in Regents level classes. | Teams of guidance counselors, AIS teachers, and Administrators meet to identify academically at-risk students. These teams meet on a regularly scheduled basis as determined at the beginning of each school year. | Students will be identified and referred to appropriate academic support services. | Students will be referred to appropriate services and/or school staff and will demonstrate academic improvement and success. | Guidance counselors, AIS teachers, special education consultants, Deans, Administrators, Director of Pupil Personnel Services. | Meeting room, student at-risk agenda. |

Program: School Success

Guidance Web Page

Target Grade: 9-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|---|---|--|---|--|---|
| Students and parents need to be kept aware of ongoing events, standardized testing, and available scholarships as related to the guidance office. | To provide parents and students with information regarding upcoming events, important regarding upcoming events, important dates, and resources available to receive. | High school counselors will provide communications specialists with information outlining scholarship opportunities, testing dates, and links to college research websites in order to maintain a comprehensive web page. | Parents and students will access the web sites becoming more aware of various functions of the counseling and career center and see it as a viable resource. | More students and parents will utilize the counseling and career center, attendance will increase at CCC functions, and more students will apply for scholarships and to colleges and universities in a more timely manner. | H.S. Counselor, CCC Secretaries, Communications Specialist | CEEB Code, various scholarship links College based websites, Handouts for annual reviews, Newsletters. |

Program: School Success

Recommendation Writing

Target Grade: 9-12

Preparation Time: 1 hour/recommendation

Time Frame: School Year-September-June

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|---|--|----------------------------------|--|--|
| Students require counselors to write recommendations to employers, scholarship committees, and college admission representative | To provide comprehensive letters of recommendation for students. Complete questions supporting documents for scholarship or college applications. | Counselors will provide recommendations, evaluations to students upon student request. Gather academic personal information from teachers, parents. Gather student activity sheets and parent records. | Students applications will include recommendations which will enhance the overall presentation of the student to the committees they are applying to. | Counselors will receive feedback from admissions staff at colleges and universities as well as employers and scholarship committees. | H.S. Counselors, CCC Secretaries | Student activity sheets, parent recommendations, MS word programs, transcripts, Career Plans | Read over transcript, parent recommendation, activity sheets and personal notes to determine focus of recommendation |

Program: School Success

Middle School Grade Level Meetings

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|---|---------|------------------------------|--|-----------------------------|---|
| Grade level teachers and guidance counselors need to discuss pertinent curriculum information. | To increase communication between teachers, guidance counselors, and administrators to enhance student academic performance. | Guidance counselors meet with grade level teachers one period a week to discuss curriculum continuity and grade level concerns. One team leader runs meeting and others contribute. | | Teacher/counsel or feedback. | All Draper teaching and guidance counseling staff. | Classrooms, meeting agenda. | *Meet with teams bi-weekly to discuss student concerns *Follow through on plans of action *Review student records thoroughly for background |

Program: School Success

Homebound Instruction Coordination

Preparation Time: 15 minutes

Activity: 60 minutes per student

Target Grade: 6-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|---|---|---|---|---|
| Circumstances sometimes dictate that certain students are unable to attend school. It is therefore required that the school obtain in-home instruction for students identified as meeting criteria. | To facilitate the provision of at-home instruction for students unable to attend regular classes because of illness or other legitimate reasons. | Counselors arrange for the necessary tutors for the courses the homebound student requires. Counselors inform teachers that tutoring is being coordinated, request work and follow-up as needed. Counselors maintain contact with teachers and tutors regarding student progress and trouble shoot any problems that may arise. | Homebound students will receive required instruction assuring their academic success. | Students have access to the required amount of time to work with tutor. Teacher comments and tutor, parent, and student feedback. | Guidance counselor, teacher, tutor, guidance secretary. | Student's schedule, outside tutor list, tutor work request form, tutor table/work folder. | Discuss with parent/answer questions Determine if situation warrants home tutoring and provide information to parents and steps to take. Request and gather notes from doctor. Fill out paperwork for Superintendent approval. |

Program: School Success

Identification of Honors Students

Target Grade: 6-12

Time Frame: April-July

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|---------------------------|---|--|---|
| Students of exceptional ability need the opportunity to remain academically challenged. | To identify students in mathematics, science and language arts who have qualified for acceptance into an honors class. | Students are identified in sixth and seventh grade utilizing their grade point averages. Students are given the opportunity to participate in an honors level class if they qualify. Letters are sent to students meeting the criteria. Seventh grade students who had not previously been involved in the sixth grade math and science accelerated programs are given a packet of information regarding the curriculum that the child is responsible to learn. Parents are informed of the requirements. Counselors facilitate this process and add any student who qualifies. | Students meeting set criteria will be placed in qualified honors classes for the upcoming school year. | Student academic success. | Guidance counselors, teachers, academic administrators. | Student grades, packets with 7 th grade curriculum and study guides, seventh grade mathematics and science books. | *Thoroughly review student grades, terra nova scores, and teacher recommendations on a yearly basis *Work closely with academic administrators to select students and send letters to parents *Monitor student grades and schedule parent/teacher meetings if necessary |

Identification of Remedial Students

Target Grade: 6-12

Time Frame: August -June

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|-------------------|--|--|---|
| Students achieving below statewide reference point need additional support. | To provide students falling below state and local standards additional instructional support to optimize academic performance. | Counselors receive standardized test results. Students are identified as falling below the state reference point in mathematics, reading and social studies. These students are scheduled to receive remedial services. | Students in need of remedial services will improve their academic performance. | Student progress. | Guidance counselors, guidance secretary, Academic Administrators | Standardized test scores, Regents exam scores and computers. | *Thoroughly review student grades, terra nova scores, and teacher recommendations on a yearly basis *Work closely with academic administrators to select students and send letters to parents *Monitor student grades and schedule parent/teacher meetings if necessary |

Counseling and Career Center Newsletter

Target Grade: 9-12

Time Frame: Mailed four times per year with interim reports

Activity: 2 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|--|--|--|---|
| Students and parents need to be kept aware of various activities and testing as related to the guidance function. | To inform parents and students of important dates and events, such as standardized testing and financial aid nights. | Guidance counselors will develop a guidance newsletter outlining scholarship opportunities, important testing dates, school-to-work information, and evening programs. | Parents and students will become aware of all information regarding standardized testing, scholarship opportunities, Career Portfolio classes, school-to-work options, and other programs. | More students and parents will utilize the guidance office and attendance will increase at student services-related functions. | Guidance counselors, guidance secretary. | College Entrance Examination Board (CEEB), scholarship resources, military resources, MS Publisher software, any timely information, bulk mailings. |

Program: School Success

Guidance and Counseling Office Website

Target Grade: 6-12

Time Frame: All-year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|--|---|---|
| As school personnel, it is essential to communicate with students, parents and the community using as many means possible. | To enhance communication between the school, home, and greater Rotterdam community. To take advantage of the emerging technology that is available in our district. To offer more immediate information to the community on Guidance Office initiatives and programs | The Guidance Office is currently developing a website off of the main home page for parents, students, and the community to access. Important dates, tips for parents, career resources, the Homework Hotline, and all program information will be made available online | Greater communication with students, parents and the community. The ability to offer information to the school community using multiple media and correspondence | The number of "hits" onto the website. Parent, student and community response via phone calls, e-mails, and/or attendance at programs offered through the Guidance Office | Guidance Counselors, Computer Technology Administrators, Communications Director, computer aides | Access to Microsoft FrontPage and computers, Web building class, homework hotline slips, access to download links, handouts, informative websites, career information, etc. | *Work closely with personnel for training *Brainstorm ideas and formulate pages for each building *Maintain updated information |

Middle School Academic Awards Programs and Volunteer Service Recognition Program

Target Grade: 6-8

Time Frame: February, June

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|--|--|--|---|--|
| Faculty and counselors wish to recognize student success as a means to maintain and improve the academic success of students. | To increase student motivation to improve performance through public recognition of academic success and volunteer service. | End-of-year (grades 6-8) grade level assemblies are planned. Parents and family members of recipients are invited to attend. | Student recognition will serve as a motivator to the student body to fund success in school. | Discussion of program merits and areas in need of change take place at team meetings following the ceremony. | Guidance counselors, teachers, administrators, PTSO parent volunteers. | Middle school gym (June), microphone, and programs. | <ul style="list-style-type: none"> *Meet with teachers to select students receiving awards *Work closely with PTSO to establish student lists and develop programs *Develop time schedule for ceremonies and program *Scholarship information is reviewed, applications copied and posted for student reference and use. *Scholarship applications are reviewed, processed, and sent out. *Winners/recipients are noted *Scholarship chair-people are contacted and award information reviewed/confirmed. *Awards Program is started, reviewed, updated and changed to reflect copy, award winner, presenter and any other needed information. |

Program: School Success

High School Academic Awards Program

Target Grade: 9-12

Preparation Time: 1 hour/week; two weeks prior: 5-6 hours daily.

Time Frame: August-June

Activity: 4 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|--|--|--|---|---|
| The school and community should recognize students receiving scholarships and awards. | To involve students, parents, and community in a process of recognizing students for their academic, athletic, and community accomplishments. | High school counselors contact parents to notify them that their children have been recognized to receive awards at the end of year awards ceremony. Prior to that, counselors contact advisors, administrators, and community members to act as presenters at ceremony. A high school counselor who serves as scholarship chairperson keeps a database of all awards, contacts, and presenters. The scholarship chairperson works with a guidance secretary to develop the program and mail invitations to presenters. The scholarship chairperson also works closely with a member of the high school art department and the high school computer aide to develop an audience program. Scholarship chairperson also contacts local trophy shop to order and pick up awards. | The school and community will recognize students who have earned academic, social and athletic awards. | Number of students who are recognized at awards ceremony and input from presenters, parents, administrators, and students. | Guidance counselors, administrators, custodial staff, guidance secretary, high school faculty. | High school auditorium, presenter copies of program, audience copies of program, trophy shop. | Chairperson works with administrator to assign awards to present. Award box is arranged with all awards in our possession and award presenters bringing own noted. Checks for specific amounts needed are requested from the business office. Copies of the program are made for all presenters and updated as needed. The student program is designed and finalized, copied and folded. Custodians are given final head count. |

Program: School Success

Scholarship Process

Target Grade: Primarily 12 (Some 9-11)

Time Frame: Year Round September-May, as scholarships come in, approximately 150 scholarships are posted each year.

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|--|---|--|--|
| Students need to be aware of the scholarship opportunities available from Mohonasen High School and community agencies. | To help students research potential scholarship opportunities. | Students are made aware of scholarships through morning announcements, referral to on-line resources such as Fast Web, and do research through guidance office resources such as CHOICES, <u>The Scholarship Book</u> , and the scholarship wall. Counselors will also serve on the Mohonasen Scholarship Committee with one counselor acting as Chairperson of the committee. | Students will become aware of and apply for various scholarships and recognitions. | Students are recognized at the Mohonasen High School Awards Assembly at the end of the school year. They are awarded scholarships given them by the Mohonasen Scholarship Committee and other community agencies. | Guidance counselors, scholarship committee | CHOICES, The Scholarship Book, advertisements from community agencies, morning announcements, guidance newsletter, scholarship websites. |

Program: School Success

Administrative Consultation Meetings

Target Grade: K-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|-----------------------|--|----------------------------------|
| To enhance educational opportunities for the students through optimal academic planning. | To provide consultation services to administration for the enhancement of academic program development and delivery. | Meetings with administrators arranged on an "ad hoc" basis. Subsequent research of current practice, literature and reporting of findings provided as needed. | Development of appropriate educational plans and programs to maximize students' potential. | Long-term evaluation. | Administrators, guidance counselors, social workers, teachers and support staff. | Administrative offices, records. |

Program: School Success

PROFESSIONAL DEVELOPMENT

The Mohonasen Guidance Counseling Staff understands and promotes the importance of professional development. Activities such as the attendance of professional organizations help provide the counselors with new and innovative suggestions to continually evaluate and improve their program.

Counselors are committed to supporting the counseling profession by sponsoring internships through area universities and within its own high school internship program. Counselors take advantage of after hours training to enhance their career exploration skills, as well as support the general curriculum charge within each of the buildings.

Mohonasen Guidance Departments, both at the high school and middle school, enjoy the opportunity to grow and develop into the twenty-first century.

Capital District Counseling Association Meetings

Target Grade: 6-12

Time Frame: School Year

Activity: 2 hours

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|--|---|---|----------------------|---------------------|
| Counselors need to get updated information in order to best assist students. | To remain current and increase knowledge on topics related to the field. | Counselors attend Association meetings on relevant topics and get updated information as well as exchanging ideas with counselors from other districts and colleges. | Counselors remain abreast of new information and topics in the field. | Counselors evaluate effectiveness of each meeting through verbal exchange | Guidance counselors. | CDCA registrations. |

Program: Professional Development

Capital District Middle School Counselors Meetings

Target Grade: 6-8

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|--|---|------------------|
| Middle school guidance counselors need to gain professional knowledge. | To provide Draper Middle School Counselors with information and program ideas to better service their population. | Counselors attend monthly meetings with other middle school counselors from the Capital District. They are able to share programs and information with colleagues to expand general knowledge base. | Counselors will implement new ideas and programs that will benefit the Mohonasen middle school students/parents. | Counselors evaluate effectiveness of each meeting through verbal exchange. | Draper Middle School guidance counselors. | Counselors. |

Program: Professional Development

Graduate/High School Intern Supervision**Target Grade:** 6-12**Time Frame:** September-June

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|---|---|---|--|--|--|
| School counseling graduate students need supervision by certified guidance counselor. Mohonasen internship students need supervision by guidance counselor. | To provide Mohonasen students with an opportunity to be exposed to the guidance profession. To supervise graduate students and expose them to the responsibilities of middle and/or high school guidance counselors. | High school students are responsible to shadow a guidance counselor one period every day. They are exposed to the guidance profession and are asked to provide academic support to a younger child. Graduate students are expected to fulfil the requirements of a New York Accredited School Counseling Program. A New York State Certified guidance counselor will supervise students. | Intern will develop a thorough understanding of the varied responsibilities and duties of a guidance counselor. | High school students will pass CEIP class. Graduate students will successfully complete internship program and attain a job as a guidance counselor. | Middle school and high school guidance counselors. | Guidance office, guidance plan, graduate university expectations, CEIP expectations. | *Develop comprehensive schedule and training plan for intern *Monitor progress and supervise daily *Provide supervision meetings for intern to give feedback *Meet once per semester with the student's school supervisor |

Program: Professional Development

Career Pathways Liaison

Target Grade: 9-12

Time Frame: School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|---|--|---|--|---|-------------------------------------|---|
| As Mohonasen High School develops more career pathways, students and parents need a contact for information on these programs. | To develop a line of communication between pathway instructors, students, and parents. Counselors provide knowledge regarding pathways to students and parents. | Guidance counselors will act as liaisons to career pathways instructors, becoming aware of articulation agreements and developing partnerships with colleges and the business community by attending workshops related to the career pathways. | Guidance counselors will have an understanding of the career pathways and will share this information with students, facilitating career exploration by students. | Students will enter career pathways and/or gain "real life" experiences preparing them for post-secondary study or employment. | Guidance counselors, Career Pathway instructors, Dean of Career Development, outside contacts related to pathways (i.e., Project Lead The Way). | Career Pathways information packet. | Attend conferences and meetings as needed, Organize and run interviews for different programs |

Program: Professional Development

Building Planning Team (BPT)

Target Grade: 6-8

Time Frame: All-year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|---|--|---|
| Counselors are expected to be a part of the Building Planning Team to discuss and address building initiatives | To meet monthly and address building initiatives and/or concerns from parents, faculty, staff, and the community | The Building Planning Team meets once per month. Each year, members address issues that arise at the building level and brainstorm ideas on how to handle such issues. Smaller committees within the BPT meet monthly for follow through on designated initiatives | The BPT reports back to the Superintendent and other building administrators in the district on initiatives and outcomes of the committee. | Faculty, parent, administrator, and community response | Grade level teachers, Guidance Counselor, Building Principal, Parents | Room for meetings, parent volunteers, resources as they arise throughout the year (ie. handouts) | *Attend monthly meetings *Develop a plan and work throughout the year to implement |

SASI/ClearTrack Computer Training

Target Grade: 6-12

Time Frame: All-year including summer

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|--|--|---|--|---|
| It is essential that counselors learn the student information scheduling system, and ClearTrack system used in the district to develop and maintain student information throughout the year. | To understand the complete SASI and ClearTrack programs used in the district in order to schedule students, access course history, retrieve Academic Intervention Service information for students, grades (interim reports and report cards), transcripts, student reports, attendance, discipline, and all other pertinent student information | Counselors must attend various training sessions for SASI and ClearTrack in order to effectively maintain student grades, Academic Intervention Services, transcripts, course history, and schedules | Each student receives a schedule without conflicts on the first day of school. Faculty, staff, and administrators are able to retrieve student information, reports, and schedules on SASI and all AIS information in ClearTrack | Accuracy of student schedules, course history, grades, transcripts, credits completed, and various student reports | Counselors, administrators, faculty and staff | Access to SASI and ClearTrack information systems, Available time to attend training sessions and maintain student records | *Attend various trainings as they arise * Meet with computer personnel re: reports and other SASI features |

Annual Update of Guidance Plan

Target Grade: 6-12

Time Frame: Fall-School Year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|--|--|--|---|---|---|--------------------------|---|
| An up to date Guidance Plan is needed. | To clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities and time spent on activities. | Counselors meet with Director of Pupil Personnel to develop time line of updating the plan and any additional responsibilities such as presentations to the Board of Education. Counselors review current plan and note any changes to be made, as well as write up needed information on activities to be added. As the need to stay current and cutting edge is addressed year to year, changes are made to presentations, activities and timelines to meet this need. | A document that describes guidance responsibilities as comprehensively as possible. | Current Guidance Plan is in place & adopted by the Board. | Director of Pupil Personnel, Counselors, Social workers, Psychologists. | Room, old guidance plan. | Meeting with Director of Pupil Personnel Services to determine time line of meetings. Updates and any other requirements they may need explaining/discussing. |

Program: Professional Development

Alternative Scheduling Committee

Target Grade: 9-12

Time Frame: On-going

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|--|---|---|--|--|--|
| The High school needs to continually discuss implementation of plans for an alternative schedule. | To troubleshoot and plan for implementing an alternative schedule next year. | Counselors attend alternative scheduling to help address and bring up concerns relating to an alternative schedule. Plans for Implementation are discussed. Pros and cons of different types of schedule are also discussed. | As much as possible, things will be discussed & plans of action will be developed to work through transitioning to an alternative schedule with as few surprises as possible. The feasibility of an alternative schedule will be determined before it is set in motion. | School personnel will meet to discuss plans for scheduling for next year Transition will be discussed. A successful & smooth opening of school. | Counselors, Administrators teachers, Scheduling consultant | Master Schedule, sample schedules, test schedules. | Discussion among counselors regarding issues or concerns, strategies to be aware of in transition to alternate schedule. Disseminate information discussed at last Alternate Scheduling committee meeting and note questions, trouble shooting strategies etc. |

Program: Professional Development

Project Lead the Way Conference & Coordination

Target Grade: 6-12

Time Frame: 2 days in fall, Coordination: All year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|--|--|--|-----------|--|
| Computers, PLTW equipment, brochures, class lists, student information etc. | To provide students, parents, and teachers with current PLTW information and provide PLTW with needed information. | Counselors attend conferences in the fall. Counselors support, conference and assist teachers with information gathering for PLTW. Counselors have also been on the strategic planning committee for PLTW assisting with goal development and implementation strategies, attending several 2-day conferences during the year, including weekends. | Parents and students get current information re: PLTW programs and benefits. PLTW gets critical information about the program's implementation at Mohonasen to evaluate their program and maintain it's high standards. One student benefit from this quality program at both M.S & H.S. levels. | PLTW gives verbal feedback to teachers and counselors. Colleges give feedback re: student readiness. | Counselors, PLTW teachers, PLTW staff. | | Print class lists and student list. Gather questions that would like addressed at the conference re: implementation of program etc. |

Program: Professional Development

**SOCIAL WORK, SCHOOL PSYCHOLOGICAL SERVICES
AND RELATED PROGRAMMING**

MISSION STATEMENT

The mission of the School Social Workers and the School Psychologists is to assist students who demonstrate academic, social or behavioral difficulties that are inhibiting their academic growth. The main goal is to support students in becoming more successful within their current classroom environment. This goal is achieved through identifying and implementing a variety of strategies and interventions utilizing school and community resources.

Social Work and Psychology Department Goals

- A. To increase communication with parents.
- B. To promote clearer understanding of the school environment.
- C. To promote understanding of educational requirements.
- D. To promote school success skills.
- E. To provide career/educational awareness and planning.
- F. To promote social/personal development.
- G. To increase community involvement.
- H. To provide coordination of services.
- I. To provide consulting services.
- J. To provide counseling services.
- K. To provide assessment of cognitive, academic, and behavioral functioning.

| ACTIVITY | CORRESPONDING GOALS | GRADES |
|--------------------------------------|-----------------------|----------------------------------|
| STUDENT INTERVENTIONS | | |
| PMHP | A,D,F,H,I,J,K | K-2 |
| Child Study Team | A,B,C,D,E,F,G,H,I,J,K | K-12 |
| Individual Counseling | A,B,C,D,E,F,H,I,J | K-12 |
| Group Counseling | A,B,C,D,E,F,H,I,J | K-12 |
| Crisis Intervention | A,D,F,H,I,J | K-12 |
| Psychological Evals | A,B,C,D,F,H,I,K | K-12 |
| Banana Splits | A,D,F,J | 3 rd -5 th |
| Accessing Community Resources | A,B,C,D,E,F,I,J | K-12 |
| Behavior Plans | A,B,C,D,F,I,K | K-12 |
| Prepare & Process CST Referrals | A,B,C,D,E,F,G,H,I,J | K-12 |
| Prepare CSE Referrals | C,D,E,F,H,I | K-12 |
| Attendance Issues | A,C,D,F,H,I | K-12 |
| Behavioral Issues | A,B,C,D,F,G,H,I,K | K-12 |
| Home Visits | A,B,C,D,E,F,G,H,I | K-12 |
| Multi-Disciplinary Meetings | A,B,D,E,F,G,H,I | K-12 |
| Child Abuse & Maltreatment | A,C,D,F,G,H,I,J | K-12 |
| CSE Meetings & Annual Reviews | A,B,C,D,E,F,G,H,I,J,K | K-12 |
| Consulting with Staff and Others | A,B,C,D,E,F,G,H,I,J | K-12 |
| TRANSITION | | |
| CPSE to CSE Meetings | A,B,C,D,E,F,H | K |
| Kindergarten Screening | A,B,C,D,F,H,I,K | K |
| Kindergarten Parent Orientation | A,B,C,D,I | K |
| SCHOOL SUCCESS | | |
| Parent Conferences | A,B,C,D,E,F,G,H,I,J,K | K-12 |
| Parent/Teacher Team Conferences | A,B,C,D,E,F,G,H,I,J,K | K-12 |
| Classroom Presentations | B,C,D,E,F,G,I | K-12 |
| PROFESSIONAL DEVELOPMENT | | |
| NYS Assoc of School Social Wker Mtgs | C,D,E,F,G,H | |
| Nat Assoc of School Psych | C,D,E,F,G,H | |
| PMHP Conferences | C,D,E,F,G,H | |
| Supervision of Interns | C,D,E,F,G,H,I | |
| NASW Membership | C,D,E,F,G,H | |

Child Study Team

Target Grade: K-12

Time Frame: All year, weekly

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|---|---|---|
| Students referred by faculty or parents who are experiencing academic or behavioral difficulties. | To provide an appropriate recommendation to improve student's school performance. Recommendations include behavioral interventions, referral to CSE, outside agencies and other school programs. Suggestions are made for classroom adaptations to increase the likelihood of student success. | Weekly meetings of the building team consisting of appropriate school personnel including but not limited to; building principal, school social worker, school psychologist, counselors, school nurse, teacher, support teacher, dean of students. | Student will receive appropriate services to rectify current problem. | Feedback from the referral source and other school personnel. | Team members – different in each building. Building principal or designee, support teacher, special education teacher, regular education teacher, school nurse, social worker, guidance counselor and psychologist. | Office space, student records, completed referral form. |

Joint Bradt/Pinewood Child Study Team Meeting

Target Grade: Second

Time Frame: May-June

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|--|---|--|---|--------------------------------------|--|
| Early identification of "at risk students" | To assist teachers and support staff with the academic and social/emotional needs of students. | Meeting is requested to review second grade student with special needs. Strategies previously utilized and effective techniques are reviewed. | Students "at risk" will be identified prior to their entering third grade to help in eliminating multiple groupings of high impact students in the same classrooms. Referrals to appropriate support staff will be made early in the year. | Students with special needs will receive assistance in their transition to third grade. | Bradt and Pinewood Child Study Teams | Office space, student records, referral forms. |

Kindergarten Screening

Target Grade: Incoming Kindergartners

Time Frame: May

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|--|---|---|---|---|
| Screening of kindergarten entrants for the purpose of identifying children who demonstrate giftedness or the need for further evaluation to determine the need for special services as required by regulation. | To gain information regarding the entering student's previous school experience, skills, strengths and weaknesses so as to determine student needs. | Kindergarten Parent Orientation Meeting and student screening. | Special needs of incoming kindergartners will be identified and referrals to appropriate support staff will be made early in the school year. | Student with special needs will receive assistance in making a smoother transition to kindergarten. | School psychologists, speech pathologists, kindergarten teachers. | Multiple rooms, testing materials, parent volunteers. |

Individual Counseling

Target Grade: K-12

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|--|--|--|
| Students referred by parents, teachers and outside sources who are experiencing difficulties which impede their academic progress. | To provide a positive effective response to students and faculty with the previously mentioned need to work towards resolving problems/issues that are preventing academic success. | Individual counseling with students who are experiencing difficulties such as acting out behavior, anxiety, etc. Short term counseling and possible referral for outside treatment may also be identified at this time. | Students will develop strategies geared toward their needs to assist them in becoming more successful both academically and socially. Identification of appropriate referral source and/or counseling treatment plan to develop stability for the student. | Feedback from students, parents, teachers, or outside service providers will monitor student progress. | Guidance counselor, school social workers and psychologists. | Office space, therapeutic games and materials. |

Group Counseling

Target Grade: 1-12

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|--|---|---|---|
| Students referred by parents, teachers and outside sources who are experiencing difficulties which impede their academic progress. | To provide a positive and effective response to students and faculty with the previously mentioned need to work towards resolving problems/issues that are preventing academic success. | Small group counseling with students who are experiencing similar difficulties such as anxiety, bereavement, poor social interaction skills, and acting out behaviors. Short term counseling and possible referral for outside treatment may also be identified at this time. | Students will develop strategies geared towards their needs to assist them in becoming more successful both academically and socially. Identification of appropriate referral source and/or counseling treatment plan to develop stability for the students. | Feedback from students, parents, teachers or outside service providers will monitor student progress. | Guidance counselors, school social workers and psychologists. | Office, space, therapeutic games and materials. |

Banana Splits

Target Grade: 3-5

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|---|---|--|---|
| For the significant number of students whose parents have experienced a marital split and/or are living in single parent households. | To provide support to students by facilitating activities and discussion about some of the issues surrounding separation and divorce. | Support group involving activities and discussion regarding separation and divorce, such as living in two houses, the grieving process, legal issues and step-parenting. The group meets during students' lunchtime. Facilitators include school social workers, school psychologists and other staff volunteers. Program is coordinated by school social worker and school psychologist. | Students will experience less emotional distress and will develop coping strategies thus allowing them to better focus on academics both in school and at home. | Facilitators will informally evaluate student progress, feedback from teachers, parents and students. | School social worker, psychologist and staff volunteers. | Office space, manuals, games and written materials. |

Primary Mental Health Project

Target Grade: K-2

Time Frame: All year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|--|--|---|-------------------------------------|--|
| Students who are experiencing school adjustment problems. Students are identified through the use of carefully developed screening procedures. | To provide the child with an adult at school who can provide extra attention on a one-to-one basis. | Students meet with a trained aide once a week. The aide has a special playroom equipped with toys, craft materials, games and a comfortable atmosphere. Students can choose to play with anything they feel like playing with, or just sit and talk with an adult who is there for them alone. | Children will leave the program with an increased ability to be successful in school. After working through problems that have resulted in academic/ behavioral difficulties, children are better able to focus on school. | Children are evaluated by teachers and Child Associates using instruments designed to identify the effect of this program on school adjustment problems. Feedback from parents and students is also considered. | Teacher aides, school psychologist. | Play therapy room, therapeutic toys, games, arts and crafts materials. |

Crisis Intervention/Evaluations

Target Grade: K-12

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|---|--|--|------------------|
| Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. | To diffuse potentially dangerous or hazardous situations in order to stabilize the student in an effort to integrate him or her into their normal classroom routine. | Provide assessment for students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to students' parents. | Crisis situation will be diffused. Student will be able to return to classroom. | Follow up with student, parents, teachers and any outside sources to determine outcome. Ability to return to class, continue with the day and develop plan to work through difficulty. | Guidance counselor, school social workers and psychologists. | Office space. |

Psychological Evaluations

Target Grade: K-12

Time Frame: All year

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|--|---|---|---|--|-----------------------|--|
| Students referred to the CSE because of significant academic, social-emotional, and/or behavior needs. | To provide an accurate, comprehensive assessment of the presenting educational concerns in order to make appropriate recommendations for academic programming within the least restrictive setting. | Classroom observation and individual testing of students who have been referred to the CSE. | The CSE will determine whether students meet eligibility requirements based on NYS Regulations in order to receive special educational services. Recommendations regarding the student's program will be presented. | Feedback from teachers and parents along with group standardized testing will be presented at CSE annual review meetings as a means of monitoring qualifying IEP students' progress. | School psychologists. | Office space and testing materials, computers. |

Accessing Community Resources

Target Grade: K-12

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources |
|---|--|--|--|--|--|--|
| Some students will require services that are beyond the scope of school services and resources. | To provide appropriate and timely referral sources/agencies for students and families based upon their individual needs. | Outside treatment provided is contingent upon individual problems, such as inpatient for treatment for alcoholism, outpatient mental health services, etc. | Students will be connected with the appropriate community service and will be successfully integrated into the school environment. | Feedback from outside referral source. | School social workers and psychologists. | Outside agency pamphlets and written materials. Capital District Community Resources Handbook. |

Options for Kids (OK)

Target Grade: Grade 4

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff |
|--|---|---|--|---|--|
| Providing early intervention services and substance abuse prevention for intermediate elementary students. | To works with school staff, families and community resources to maximize protective factors and minimize risk factors for elementary youth. | The OK counselor provides substance abuse prevention education to all 4 th grade students through a seven session program. Follow-up sessions and classroom programs on topics such as conflict resolution and self-esteem are also available at all grade levels. The counselor also provides individual student assessments, counseling, and short-term support groups for students who are struggling with peers, school conductor family problems. | Resolution or reduction of risk factors, which interfere with a student's ability to be responsible and succeed in school. Students and their families will be taught alternative ways to cope with the distress they may be experiencing. | <ul style="list-style-type: none"> - Identified individualized goals are achieved. - Self-report and feedback from students, parents, school staff and community. - Year end statistics which document numbers of students seen, problem types, referrals. | 1 Master's level social worker at Pinewood School. |

Student Assistance Program Services

Target Grade: 6-12

Time Frame: All year, as needed

| Need | Objective | Activity | Outcome | Evaluation | Staff |
|---|--|---|--|--|---|
| Middle and High School students, either self-identified or referred by another source, who have emotional, behavioral, peer relationship, family or substance abuse related concerns which are impacting on their functioning in school, at home or in the community. | Student Assistance Counselors base their work on the risk and protective factor prevention model. They do a thorough assessment and then determine what in a youth's environment is protecting him/her from high risk behaviors and what factors are increasing their risk. They then work with school staff, families and community resources to maximize protective factors and minimize risk factors. | Assessment, short-term individual and group counseling, family counseling, crisis intervention, referral to community agencies and school staff, coordination of services for high needs students, classroom and parent prevention education, consultation to Child Study Teams and school staff, assistance with extracurricular activities. | Resolution or reduction of risk factors which interfere with a student's ability to be responsible and succeed in school. Students will be taught alternative ways to cope with the distress they are feeling. | <ul style="list-style-type: none"> - Identified treatment goals are achieved. - Self report and feedback from students, parents, school staff and community. - Year end statistics which document numbers of students seen, problem types, referrals. | 1 Student Assistance Counselor in Middle School (Gr. 6-8); 1 Student Assistance Counselor in High School (Gr. 9-12). |

CSE Referrals

Target Grade: 6-12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|---|--|---|--|---|---|--|
| Additional information is needed when interventions of the Child Study Team do not help a student achieve academic standards, and it is believed that the student may have a learning or emotional disability. A referral is made for testing with the school psychologist. | To determine if a child has a learning or emotional disability. | Guidance counselors prepare the referral form, discuss its implications with parents, inform child's team of teachers and school principal, and coordinate testing with the school psychologist. | Student in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. | CSE annual reviews are held for classified students. | Guidance counselor prepares referral, school psychologist tests and CSE members review. | Permanent record folder, CSE referral forms, attendance, standardized testing results and report card grades. | *Consult with team members regarding concerns *Review student records with Child Study Team |

Program: Student Interventions

CSE/ 504 Review

Target Grade: 6-12

Time Frame: At least yearly, per student.

| Need | Objective | Activity | Outcome | Evaluation | Staff | Resources | Preparation |
|---|--|---|---|--|---|---|---|
| Students and parents need information regarding the student's academic program and progress made for that year. A student's 504 plan is reviewed each year. | Special Education students and students with 504 plans and their parents will receive updated information on yearly progress made and plans for the following school year. | Counselors attend their counselee's CSE/504 meetings. They provide academic and career information and updates as known about their counselee to assist in assessing the appropriateness of the student's IEP or 504 Plan. May also provide information about the student's study habits or difficulties, as known. Counselor will also provide information on student's course selection for the following year. | Students will be placed to, or remain in, an appropriate program with appropriate accommodations. | IEP/504 and/or schedule will be adjusted as necessary to encourage academic success. | Director of Special Education, school psychologist, parent advocate, special education teacher, guidance counselor of student, student, parent and regular education teacher. | Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan | *Consult with team members on academic progress of student *Attend meetings for each student in caseload |

Pupil Personnel Services

The Mohonasen Central School District acknowledges the personnel charged with the task of implementing this plan and further acknowledges the work and dedication of the committee members* involved in the revision of this plan throughout the 2004-2005 school year.

| | |
|------------------------------------|--|
| Guidance Counselors | |
| * Rebecca Pauley, Dean of Guidance | Mohonasen Senior High School |
| * Duane Wood | Mohonasen Senior High School |
| * Christopher Ruberti | Mohonasen Senior High School |
| * Mary Lockwood | Mohonasen Senior High School |
| * Deborah Wood | Draper Middle School |
| * Angie Santabarbara | Draper Middle School |
| * Donald Dieckmann | Draper Middle School |
| School Psychologists | |
| Marta Hewitt | District |
| *Elizabeth Young | District |
| Annette Stead | District |
| School Social Workers | |
| Elizabeth Haynesworth | District |
| Lawrence McGrath | Bradt Elementary |
| Diane Blinn | CAPIT BOCES- Mohonasen Senior High |
| Sheryl Kaplan | CAPIT BOCES- Draper Middle School |
| PPS Administration | |
| * Karla Empie | Administrator for Special Education and Alternative Programs |
| * Dr Lin Severance | Director of Pupil Personnel Services |