



Red Creek Central School District

UPK-12

COMPREHENSIVE GUIDANCE PLAN

Red Creek Central School District
UPK-12 Comprehensive Guidance Plan

Table of Contents

Acknowledgements	3
District Mission Statement	4
UPK-12 Comprehensive Guidance Plan Mission Statement	5
UPK-12 Comprehensive Guidance Plan	6-12

Red Creek Central School District
UPK-12 Comprehensive Guidance Plan

Acknowledgments

The Red Creek UPK-12 Comprehensive Guidance Plan Committee members are listed below:

M.W. Cuyler Elementary

Cynthia C. Keeling, Principal

Middle School

Matthew S. VanOrman, Principal

Kathryn J. Rodrick, Guidance Counselor

High School

Timothy J. Gaffney, Principal

Patrick J. Wallace, Asst. Principal

Katheryn J. Armstrong, Guidance Counselor

Jill M. Virts, Psychologist

Julia P. Herbst, Director of Special Ed.

Red Creek Central School District
UPK-12 Comprehensive Guidance Plan

District Mission Statement

The primary mission of the Red Creek Central School District, based on the belief that each student can learn, is to teach, with equity, all students to master fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. We, the Red Creek Central School District, will provide the whole child the opportunity, environment, and encouragement to meet these goals.

Red Creek Central School District
UPK-12 Comprehensive Guidance Plan

UPK-12 Guidance Plan Mission Statement

The Comprehensive School Counseling Plan is a framework for the systemic development, implementation, and evaluation of all activities associated with student achievement in the areas of academics, social and personal growth and career and college advancement.



SNAPSHOTS

Academic Acceleration Opportunities for Red Creek Middle School

At Red Creek Middle School there are several opportunities for students to accelerate and earn high school credits while in middle school:

Selected seventh grade students can accelerate into 8th grade math with the goal of taking Algebra as an eighth grade student. Those students then take the Algebra Regents exam at the end of eighth grade and earn one high school credit. High School “Living Environment” is offered to selected eighth grade students. This is a lecture and laboratory science class. Students who successfully complete both components sit for the “Living Environment” Regents exam in June and earn one high school credit.

In the area of LOTE (Language Other Than English), students must take Spanish. The Spanish class is offered for two years (7th and 8th grade). Students who pass the classes and successfully complete the LOTE Competency Exam earn one high school LOTE credit.

Activity Period

Activity period is a time when students may remain after school to participate in extracurricular activities, get extra help, use the library, etc.

The activity period enriches the curriculum of the school by making available a wide variety of activities in which a student can participate. Each student also has the opportunity to join the many clubs open every year. Unless they are involved in an activity,

assigned to a teacher, or assigned detention, bused students are to go home on the first bus and walkers are to leave the school grounds at dismissal time. Students are NOT to “hang-out” in the building after the 2:30 dismissal.

At the first dismissal bell, ONLY those students riding the 2:30 p.m. bus are excused from class. All other students (athletes, club members, students staying for extra help, etc.) should remain in their 9th period class until the second dismissal bell.

Apex

APEX is a new alternative program started in the fall of 2012. If a student has failed regular and summer school classes, APEX can be used as a credit recovery tool to recover credits needed for graduation. The APEX program is self-paced, and instruction is tailored by teachers to meet a student’s specific needs. For more information about APEX, please contact our High School Principal.

Career Technical Education (CTE) Programs (Wayne-Finger Lakes BOCES)

The Wayne – Finger Lakes BOCES complex provides quality instructional programs that enable students to continue their education at a two or four year college or seek immediate employment after completing their CTE program. Wayne – Finger Lakes BOCES offers a variety of programs for high school juniors and seniors who have earned enough credits to attend: Auto Technology, Power Mechanics, Cosmetology, Culinary Arts, Animal Science, Education Professions and several others.

College Financial Aid Night

Every school year, the High School Guidance Department invites the Director of Financial Aid at SUNY Oswego to discuss and review the FAFSA process to juniors, seniors and their parents. It is done in a two night process. The first night is an overview of what the financial process looks like and the second night the parents are assisted in the actual financial aid filing process. It is important to provide this information to families in a timely fashion since the financial aid process starts January 1st of a student’s senior year and because this can be a very stressful time for students and parents trying to prepare and plan for the cost of a college education. The presentation is appropriate for students attending two or four year colleges. Parents are encouraged to contact the financial aid office at SUNY Oswego if they have additional questions about the FAFSA process.

Concurrent Enrollment and AP Classes

In addition to the wide variety of courses offered at our high school, students may also take advantage of the 12 courses that carry with them the potential for students to get college credit while still in high school. Our high school currently offers two English courses, three math courses, two Spanish courses, two science courses, one social studies course, and two business courses all with

college affiliations or Advanced Placement designation. Concurrent enrollment offers our students' academic challenges in rigorous courses and an affordable way to begin their college course work while still getting required high school credits.

Crisis Intervention

In addition to providing counseling for some students with an IEP or 504 Accommodation Plan, a school psychologist provides crisis intervention for any student experiencing a crisis. Students may experience significant mental health and personal crises, including self-injury, depression, anxiety, and a multitude of behavioral issues. The school psychologist offers valuable professional assistance to these students and their families and, when appropriate, will connect families with appropriate community resources. Each year, many students receive assistance from the school psychologist in times of personal difficulty.

Free/Reduced Meal Program (UPK-12)

Did you know that breakfast is the most important meal of the day? Many children and adults in a rush to get out the door in the morning fail to stop for the most important meal of the day. Research tells us that children who have had a healthy breakfast are more attentive and ready for the school day. Our school meal program offers breakfast and lunch to all students. Children from households that meet federal income guidelines (go to rccsd.org for more details) are eligible for free meals or reduced-priced meals. Information regarding who is eligible for free or reduced lunch is always confidential. Reduced price meals cost each eligible student \$.25 for lunch or \$.25 for breakfast. If you have any questions regarding how to get an application, please call Pam Gallant in the high school cafeteria at 315-754-2062. She will be glad to assist you and make it possible for more children have access to healthy and nutritious meals.

Health Class (Middle School and High School)

By the end of the eighth grade, middle school students must complete one-half unit of study in health education. Students in our middle school receive ten weeks of health in seventh grade. High school students must complete one-half unit of health education to graduate from high school. High school students may take health education in ninth, tenth, eleventh or twelfth grade. This class meets every day for a semester (twenty weeks).

Home Visits

The school social worker has the unique opportunity to be able to meet with students and their parents not only in the school setting, but in their home. By meeting with families in their comfort zone, the school social worker is able to develop a trusting relationship with them and, most importantly, see the environment in which they live day in and day out. Often, students come to school with a host of personal issues they are dealing with that their teachers and principal may know nothing about. By doing

home visits the social worker is allowed not only an insight into these issues, but also an opportunity to send a message to the family that the school cares and wants to help them in whatever way possible. Home visits may simply help to develop a relationship with the family, discuss a student's academic or behavior issues, address attendance problems, express concern to the family regarding an issue the school may be having, deliver necessities such as food or a variety of other reasons. Whatever the reason, it is an opportunity to help build positive relationships and improve communication between home and school that have a powerful impact on the student's success in school.

Individual Counseling (Middle School)

Individual Counseling is a major responsibility for a middle school counselor. Counseling may involve students, teachers, and parents alike and it occurs on a daily basis. Sometimes counseling results from a referral from a teacher, parent, administrator, or another student. Other times it stems from a student seeking out the counselor during a minor crisis situation. It can involve identifying motivating factors, abilities, interests, goal setting, and planning. Also, counseling can include recognizing weaknesses and inhibiting factors, working through them and making a plan to change. Methods of individual counseling incorporate listening, assessing, setting goals, and helping the student work through a situation at hand. Although individual counseling may seem subjective, schools can provide data at an individual and school level. A decrease in referrals and an increase in attendance, student performance, and meeting individual goals are all ways to measure the success rate of counseling.

New Vision Program (Wayne-Finger Lakes BOCES)

The new Visions program is a unique program designed for students in their senior year of high school who already know the career plan they plan to pursue. Acceptance into the program is extremely competitive; students are required to fill out an application and provide references. The New Vision programs are comprehensive programs designed to enable college-bound students to gain real life knowledge and experience in their field of interest. The programs currently offered are Engineering, Medical Careers, and Renewable Energy.

Psychological Evaluations

One of the responsibilities of a school psychologist involves conducting psychological/educational evaluations. These evaluations include assessment of academic skills, learning styles and behavior. Evaluations included state mandated reevaluations for students who receive special education, and also new referrals for students experiencing academic difficulties. These assessments provide valuable information to parents and teachers in developing educational programs and identifying effective teaching strategies and interventions for students. If a student is experiencing chronic behavioral difficulties, a behavior plan may be developed to proactively address the issues at hand.

Physical Conditioning

This course has been designed and implemented over the past 4 years to offer a high level fitness option for students in place of Physical Education. Students will learn beginning to semi-advanced techniques utilized in the weight-room and in a fitness setting. Classes range from intermediate to high intensity training and the course is limited to 12 students or less to comply with safety concerns. There is a course application for interested students. Credit: ½ unit. Open to grades 10-12 only (with instructor approval). Final Assessment: Fitness and strength testing @ course conclusion.

Scheduling (Guidance Office)

The High School Guidance Counselor meets with all grades levels throughout the year. Each spring, students in grades 9-11 meet with their Guidance Counselor to build their schedule for the following school year. Emphasis on career and/or college goals, graduation requirements, standardized assessments (Regents, PSAT, SAT, ACTs), AP and college credit classes, and general information is covered. Students may need guidance to help them determine what courses they need if they plan to attend a two or four year college while other students may be investigating career programs.

Software Programs

School districts are required to keep and track of information which is often used to determine grant funding, state aid, and other kinds of student support services. All of this information helps us to determine student needs and programs and to build our annual school budget.

SchoolMaster is our Student Information System that tracks every student enrolled in UPK to twelfth grade. Districts are required to keep all information updated and accurate. Software programs are also used to track students receiving Academic Intervention or Special Education Services. Teachers in Grades 4-12 use Schoolmaster Gradebook to enter all of their grading and assignment information, and parents can access all of this through the Family Link web portal. Several teachers also use Moodle as a Learning Management System.

Students have the opportunity to use a variety of software platforms throughout their school careers, including Math Facts in a Flash, Compass Learning, Accelerated Reader and MobyMax in elementary and middle school. In the middle school and high school students can use an entire suite of tools from Adobe including audio and video production photo editing and web development. They can also use tools from Autodesk to create 3D models, animation and video game assets.

Email offers our teachers, administrators, students and parents the opportunity to communicate more often and more easily. Need to know what that homework assignment was yesterday? Check out the teacher's website. Many of our teachers have their own website and post homework and review assignments for students and parents to see. Need to set up an appointment with a teacher because you can't reach them during the day by phone? Parents and teachers email back and forth regularly. Email and voicemail have made communication between school and home much easier and more common.

Technology is a powerful tool that we use to improve and increase communication. Our teachers also use many software programs that enhance instruction and engage students in their learning that is motivating and instructionally sound. Students and all employees of the Red Creek Central School district are required to sign an Internet use form prior to use of the Internet in school. This is board policy and a way to help ensure the appropriate use of the Internet.

Universal Pre-Kindergarten (UPK)

All children residing in our school district who will turn four years of age by December 1st are eligible to attend our UPK program. UPK is a New York State grant funded program to help prepare children for school. We know that students attending preschool are more likely to be successful in kindergarten. Currently our district has four sections of UPK. Class size is limited to 18 students per class with one teacher and one teaching assistant. This is a full day program and it follows the regular school calendar. Transportation is provided. Children are exposed to pre-reading and math activities, social play, language development, coloring, printing, singing and books. Our UPK classrooms are located in the Elementary School. Registration for UPK occurs in early May. UPK flyers are placed in the local businesses and post offices. Registration packets are available in the main offices at RCCSD. If you know of a four-year old not yet enrolled in a pre-kindergarten program, please contact the Red Creek Central School District UPK program.

Varsity Club

Mission Statement: The Red Creek High School Varsity Club is a service organization that will give student-athletes a chance to support all Red Creek athletics, and provides opportunities to volunteer within the school and community. Our goal is to foster good sportsmanship, promote positive school spirit, increase participation in high school sports, and help raise funds to support the overall athletic program here at Red Creek

Membership Requirements: Student-athletes who wish to be involved with the Varsity Club must meet Red Creek high school academic eligibility standards during their entire membership period. All student-athletes who have earned a varsity letter in any sport, or participated and successfully completed two junior varsity sport seasons are eligible to apply for Varsity Club Membership.

Services Provided: The Varsity Club members will be required to complete a minimum of ten (10) service hours annually to maintain membership in this club. Service hours can come from a variety of tasks such as Special Olympics, Coaches vs. Cancer, Student mentoring (Big Brother, Big Sister) and other approved community service projects. In addition to the service requirement, Varsity Club members will be expected to assist in events such as pep rally organization, School spirit activities and fundraising events.