

# **Phelps-Clifton Springs Central School District**

*Midlakes Middle School  
Midlakes High School*

## **Comprehensive School Counseling Program**

**New York State Education Department  
Part 100 of the Commissioner's Regulations  
School Counseling / Guidance Programs**

Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

**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.

Office of Elementary, Middle, Secondary and Continuing Education/  
Part 100.2 / 2010

# MIDLAKES MIDDLE SCHOOL MIDLAKES HIGH SCHOOL COMPREHENSIVE SCHOOL COUSELING PROGRAM

## Vision

The Pupil Support Staff are available to assist all students in acquiring the academic, personal, social, and career skills needed to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

## Mission

Our mission is to provide a comprehensive, developmentally age-appropriate and sequential counseling program. The program is aligned with the New York State Learning Standards and the American School Counselor Association's National Standards for School Counseling Programs. Our plan focuses on the needs, interests, and issues related to the stages of student growth through academic, personal, social, and career development. In partnership with students, staff, family, community members, and employers, we will prepare students to become effective learners and develop into contributing members of society.

## Program

The Midlakes Comprehensive School Counseling Program is an integral component of the total educational experience for all students. The program is designed to foster growth and overall school improvement. It is developmental and systematic in nature, sequential, and well defined.

The program addresses students' needs in three domains: academic, personal/social, and career. This comprehensive program promotes and enhances the learning process for all students. The process for delivery of the national standards is accomplished by utilizing each of the four components of the comprehensive program: ***individual student planning, responsive services, school counseling curriculum, and system support***. The program identifies competencies for every student and uses varying strategies to deliver the content of the program to every student.

## Program Goals

The program will align the national counseling standards and the state learning standards to the three domains of school counseling: academic, personal/social, and career. Program goals are focused on these three domains:

**Academic:** To help all students realize their academic potential, achieve the learning standards, reach and succeed at the highest level possible, and acquire the knowledge and skills for success in life beyond high school.

**Personal/Social:** To help all students actively shape their own development through awareness of their feelings, perceptions, tolerances, strengths, and choices and gain skills needed to develop healthy self-esteem and relationships.

**Career:** To help all students become aware of interests and develop skills needed for success in the workforce and gain an understanding of the connection between academic concepts and the world of work.

## **Delivery System**

Through the comprehensive school counseling program, members of the pupil support staff integrate academic, personal/social, and career development through a delivery system comprised of four components:

### ***Individual Student Planning***

This component consists of members of the pupil support staff coordinating ongoing systematic activities designed to help individual students establish personal goals and future plans. Services in this area include:

- Case Management—monitor individual student progress.
- Individual Advisement—work directly with students on developing appropriate personal, educational, and career plans and goals.
- Individual Appraisal—use test results and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- Placement—assist students in determining the proper educational setting to meet their academic and career goals.

### ***Responsive Services***

This component includes activities designed to meet students' immediate needs and concerns. Services offered range on a continuum from early intervention to crisis response. Services in this area include:

- Personal counseling—provide students privacy and freedom in which to explore and express feeling, behaviors, relationships, and developmental tasks.
- Individual crisis counseling—be available to meet the needs of the school community during times of crisis. Staff must also make themselves available to any student presenting with a personal crisis. This responsibility takes priority over all other tasks performed by the staff.
- “At risk” students—work to meet the needs of “at-risk” students as identified by teachers, administration, and parents.

- Evaluation/re-evaluation of individual student needs— identify the needs of students in academic, personal/social, and career areas on an on-going basis.
- Mediation—for students who are in need of support and/or mediation services with peers.
- Parent/teacher conferences—schedule and facilitate parent/teacher conferences upon request.
- New student orientation—providing assistance to students new to the school.
- Consultation—provide support and collaboration with classroom teachers, support staff, and administration to meet the academic, emotional, and social needs of the students.
- IEP counseling—deliver IEP-mandated counseling.
- Information distribution—distribute to the school community, through the use of newsletters and websites, information regarding the school counseling program.
- Year-end procedures—coordinate end-of-year procedures, including notification of class failures and credit recovery opportunities.

### ***School Counseling Curriculum***

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

### ***System Support***

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- Professional Development
- In-service training/conferences
- Professional association membership
- Reflective practices
- Consultation, Collaboration and Teaming
- Consultation with teachers, staff members and parents
- Partnering with staff, parents/guardians, community
- District committees

## ASCA NATIONAL STANDARDS: CURRICULUM CROSSWALKING TOOL

| <b>ACADEMIC DEVELOPMENT DOMAIN</b>  |   |   |
|---|---|---|
| <b>Standard A:</b> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.                       |   |   |
| <b>Competency A1 Improve Academic Self-concept</b>  | 7 | 8 |
| A:A1.1 articulate feelings of competence and confidence as learners   | x | x |
| A:A1.2 display a positive interest in learning  | x | x |
| A:A1.3 take pride in work and achievement   | x | x |
| A:A1.4 accept mistakes as essential to the learning process   | x | x |
| A:A1.5 identify attitudes and behaviors which lead to successful learning   | x | x |
| <b>Competency A2 Acquire Skills for Improving Learning</b>  |   |   |
| A:A2.1 apply time management and task management skills   | x | x |
| A:A2.2 demonstrate how effort and persistence positively affect learning  | x | x |
| A:A2.3 use communications skills to know when and how to ask for help when needed   | x | x |
| A:A2.4 apply knowledge and learning styles to positively influence school performance   | x | x |
| A:A2.5 refine study and organization skills   | x | x |
| <b>Competency A3 Achieve School Success</b>   |   |   |
| A:A3.1 take responsibility for their actions  | x | x |
| A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students  | x | x |
| A:A3.3 develop a broad range of interest and abilities  | x | x |
| A:A3.4 demonstrate dependability, productivity, and initiative  | x | x |
| A:A3.5 share knowledge  | x | x |
| <b>Standard B:</b> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. |   |   |
| <b>Competency B1 Improve Learning</b>   | 7 | 8 |
| A:B1.1 demonstrate the motivation to achieve individual potential   | x | x |
| A:B1.2 learn and apply critical thinking skills   | x | x |
| A:B1.3 apply the study skills necessary for academic success at each level  | x | x |
| A:B1.4 seek information and support from faculty, staff, family and peers   | x | x |
| A:B1.5 organize and apply academic information from a variety of sources  | x | x |
| A:B1.6 use knowledge of learning styles to positively influence school performance  | x | x |
| A:B1.7 become a self-directed and independent learner   | x | x |
| <b>Competency B2 Plan to Achieve Goals</b>  |   |   |
| A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school  | x | x |
| A:B2.2 develop an initial four-year plan  | x | x |
| A:B2.3 update and modify the four-year plan   | x | x |
| A:B2.4 use assessment results in educational planning   | x | x |
| A:B2.5 develop and implement an annual plan of study to maximize academic ability and achievement   | x | x |
| A:B2.6 apply knowledge of aptitudes and interests to goal setting   | x | x |
| A:B2.7 use problem-solving and decision-making skills to assess progress toward educational goals   | x | x |
| A:B2.8 understand the relationship between classroom performance and success in school  | x | x |
| A:B2.9 identify post-secondary options consistent with interests, achievement, aptitude, and abilities  | x | x |
| <b>STANDARD C:</b> Students will understand the relationship of academics to the world of work, and to life at home and in the community.                                     |   |   |
| <b>Competency C1 Relate School to Life Experience</b>   | 7 | 8 |
| A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life  | x | x |
| A:C1.2 seek co-curricular and community experiences to enhance the school experience  | x | x |
| A:C1.3 understand the relationship between learning and work  | x | x |
| A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals  | x | x |
| A:C1.5 understand that school success is the preparation to make the transition from student to community member  | x | x |
| A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities  | x | x |
| <b>CAREER DEVELOPMENT DOMAIN</b>  |   |   |
| <b>STANDARD A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.                  |   |   |
| <b>Competency A:1 Develop Career Awareness</b>  | 7 | 8 |
| C:A1.1 develop skills to locate, evaluate, and interpret career information   |   | x |

|  |   |   |
|--|---|---|
| C:A1.2 learn about the variety of traditional and nontraditional occupations   |   | x |
| C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations  | x | x |
| C:A1.4 learn how to interact and work cooperatively in teams   | x | x |
| C:A1.5 learn to make decisions   | x | x |
| C:A1.6 learn how to set goals  | x | x |
| C:A1.7 understand the importance of planning   | x | x |
| C:A1.8 pursue and develop competency in areas of interest  | x | x |
| C:A1.9 develop hobbies and vocational interests  | x | x |
| C:A1.10 balance between work and leisure time  | x | x |
| <b>Competency A:2 Develop Employment Readiness</b>   |   |   |
| C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills   | x | x |
| C:A2.2 apply job readiness skills to seek employment opportunities   |   | x |
| C:A2.3 demonstrate knowledge about the changing workplace  |   | x |
| C:A2.4 learn about the rights and responsibilities of employers and employees  |   | x |
| C:A2.5 learn to respect individual uniqueness in the workplace   |   | x |
| C:A2.6 learn how to write a resume   |   | x |
| C:A2.7 develop a positive attitude toward work and learning  | x | x |
| C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace                               | x | x |
| C:A2.9 utilize time and task-management skills   | x | x |
| <b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>                                     |   |   |
| <b>Competency B:1 Acquire Career Information</b>   |   |   |
|  | 7 | 8 |
| C:B1.1 apply decision making skills to career planning, course selection, and career transition  | x | x |
| C:B1.2 identify personal skills, interests, and abilities and relate them to current career choices  | x | x |
| C:B1.3 demonstrate knowledge of the career planning process  | x | x |
| C:B1.4 know the various ways in which occupations can be classified  |   | x |
| C:B1.5 use research and information resources to obtain career information   |   | x |
| C:B1.6 learn to use the internet to access career planning information   |   | x |
| C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice  |   | x |
| C:B1.8 understand how changing economic and societal needs influence employment trends and future training   |   | x |
| <b>Competency B:2 Identify Career Goals</b>  |   |   |
| C:B2.1 demonstrate awareness of the education and training needed to achieve career goals  | x | x |
| C:B2.2 assess and modify their educational plan to support career goals  | x | x |
| C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience                                  |   | x |
| C:B2.4 select course work that is related to career interests  | x | x |
| C:B2.5 maintain a career planning portfolio  |   | x |
| <b>STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.</b>                 |   |   |
| <b>Competency C:1 Acquire Knowledge to Achieve Career Goals</b>  |   |   |
|  | 7 | 8 |
| C:C1.1 understand the relationship between educational achievement and career success  | x | x |
| C:C1.2 explain how work can help to achieve personal success and satisfaction  | x | x |
| C:C1.3 identify personal preferences and interests which influence career choice and success   | x | x |
| C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills  | x | x |
| C:C1.5 describe the effect of work on lifestyle  | x | x |
| C:C1.6 understand the importance of equity and access in career choice   | x | x |
| C:C1.7 understand that work is an important and satisfying means of personal expression  | x | x |
| <b>Competency C2 Apply Skills to Achieve Career Goals</b>  |   |   |
| C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals                      | x | x |
| C:C2.2 learn how to use conflict management skills with peers and adults   | x | x |
| C:C2.3 learn to work cooperatively with others as a team member  | x | x |
| C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences |   | x |
| <b>PERSONAL/SOCIAL DEVELOPMENT</b>   |   |   |
| <b>STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</b>     |   |   |
| <b>Competency A1 Acquire Self-Knowledge</b>  |   |   |
|  | 7 | 8 |
| PS:A1.1 develop positive attitudes toward self as a unique and worthy person   | x | x |
| PS:A1.2 identify values, attitudes and beliefs   | x | x |
| PS:A1.3 learn the goal-setting process   | x | x |
| PS:A1.4 understand change is a part of growth  | x | x |
| PS:A1.5 identify and express feelings  | x | x |

|  |   |   |
|--|---|---|
| PS:A1.6 distinguish between appropriate and inappropriate behavior   | x | x |
| PS:A1.7 recognize personal boundaries, rights, and privacy needs   | x | x |
| PS:A1.8 understand the need for self-control and how to practice it  | x | x |
| PS:A1.9 demonstrate cooperative behavior in groups   | x | x |
| PS:A1.10 identify personal strengths and assets  | x | x |
| PS:A1.11 identify and discuss changing personal and social roles   | x | x |
| PS:A1.12 identify and recognize changing family roles  | x | x |
| <b>Competency A2 Acquire Interpersonal Skills</b>  |   |   |
| PS:A2.1 recognize that everyone has rights and responsibilities  | x | x |
| PS:A2.2 respect alternative points of view   | x | x |
| PS:A2.3 recognize, accept, respect and appreciate individual differences   | x | x |
| PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity   | x | x |
| PS:A2.5 recognize and respect differences in various family configurations                                       | x | x |
| PS:A2.6 use effective communications skills  | x | x |
| PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior                             | x | x |
| PS:A2.8 learn how to make and keep friends   | x | x |
| <b>STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.</b>           |   |   |
| <b>Competency PS:B1 Self-Knowledge Application</b>   | 7 | 8 |
| PS:B1.1 use a decision-making and problem-solving model  | x | x |
| PS:B1.2 understand consequences of decisions and choices   | x | x |
| PS:B1.3 identify alternative solutions to a problem  | x | x |
| PS:B1.4 develop effective coping skills for dealing with problems  | x | x |
| PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions                   | x | x |
| PS:B1.6 know how to apply conflict resolution skills   | x | x |
| PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences                           | x | x |
| PS:B1.8 know when peer pressure is influencing a decision  | x | x |
| PS:B1.9 identify long- and short-term goals  | x | x |
| PS:B1.10 identify alternative ways of achieving goals  | x | x |
| PS:B1.11 use persistence and perseverance in acquiring knowledge and skills                                      | x | x |
| PS:B1.12 develop an action plan to set and achieve realistic goals   | x | x |
| <b>STANDARD C: Students will understand safety and survival skills.</b>  |   |   |
| <b>Competency PS:C1 Acquire Personal Safety Skills</b>   | 7 | 8 |
| PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)   | x | x |
| PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual | x | x |
| PS:C1.3 learn about the differences between appropriate and inappropriate physical contact                       | x | x |
| PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy                                   | x | x |
| PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | x | x |
| PS:C1.6 identify resource people in the school and community, and know how to seek their help                    | x | x |
| PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices              | x | x |
| PS:C1.8 learn about the emotional and physical dangers of substance use and abuse                                | x | x |
| PS:C1.9 learn how to cope with peer pressure   | x | x |
| PS:C1.10 learn techniques for managing stress and conflict   | x | x |
| PS:C1.11 learn coping skills for managing life events  | x | x |

# Phelps-Clifton Springs Central School District Comprehensive School Counseling Plan

Midlakes Middle School Curriculum Map  
2012-2013

A - Academic, C - Career, P - Personal/Social

| <b>Service/Activity</b>                       | <b>Domain</b> | <b>Grade Level</b> | <b>Timeline</b> | <b>Staff Involved</b>  |
|---|---------------|--------------------|-----------------|--|
| 7th Grade Student Orientation                 | A, C, P       | 7                  | July/August     | School Counselor, Administrator, Dean of Students, Student Mentors |
| 7th Grade Parent Orientation                  | A, C, P       | 7                  | July/August     | School Counselor, Administrator, Student Mentors, Dean of Students |
| 7th Grade 504 Meeting Reviews                 | A, C, P       | 7                  | July            | School Counselor, Psychologist                                     |
| 7th Grade Transition Groups with Peer Leaders | A, C, P       | 7-8                | September       | School Counselor, Peer Leaders                                     |
| Welcome Back Assembly                         | A, P          | 7-8                | September       | School Counselor, Administrator, Dean of Students                  |
| Student Clubs & Activities Assembly           | A, P          | 7-8                | September       | School Counselor, Advisors   |

|   |         |     |                |  |
|---|---------|-----|----------------|--|
| <b>Red Ribbon Week</b>  | P       | 7-8 | October        | School Counselor,<br>Additional Support varies,<br>Youth 2 Youth |
| <b>Mix it Up Day</b>  | P       | 7-8 | October        | School Counselor and<br>Character Ed Committee                   |
| <b>Community Service Projects -</b><br>Secret Santa, Festival of Lights, Spa Apartments | A, C, P | 7-8 | December       | School Counselor, Youth to<br>Youth, Peer Leaders                |
| <b>Service Learning Day</b>   | P       | 7-8 | December       | School Counselor and<br>Character Ed Committee                   |
| <b>Individual Course &amp; Vocational Planning</b>                                      | A, C, P | 7-9 | January        | School Counselor   |
| <b>High School Ahead - 8th Grade Scheduling</b>   | A, C, P | 8   | January        | School Counselors,<br>Teachers                                   |
| <b>Foreign Language Presentation</b>  | A, C, P | 6   | February       | School Counselor,<br>Teachers                                    |
| <b>Course Selection Sheets and Planning</b>   | A, C, P | 6-8 | February-April | School Counselor,<br>Teachers                                    |
| <b>Review of Student Records for Placement into Accelerated Classes</b>                 | A, P    | 6-8 | February-April | School Counselor,<br>Teachers, Administrators                    |

|   |         |     |            |   |
|---|---------|-----|------------|---|
| <b>Transition Planning -<br/>Orientation to 7th Grade</b>                                     | A, C, P | 6   | March-June | School Counselor,<br>Teachers, Peer Leaders,<br>Administrator |
| <b>Student Awards</b>   | A, P    | 7-8 | March-June | School Counselor,<br>Teachers, Administrator                  |
| <b>End of the Year<br/>Celebration Planning</b>   | A, P    | 7-8 | March-June | School Counselor,<br>Teachers, Administrator                  |
| <b>Learning Center Support<br/>Identification</b>   | A, P    | 7-8 | April      | School Counselor,<br>Teachers, Administrator                  |
| <b>At Risk of Failure<br/>Identification</b>  | A, P    | 7-8 | April-June | School Counselor,<br>Teachers, Administrator                  |
| <b>Promotion/Retention<br/>Meetings</b>   | A, P    | 7-8 | June       | School Counselor,<br>Administrator                            |
| <b>Summer School Process -<br/>Student Identification,<br/>Parents Contacted,<br/>Student</b> | A, P    | 7-8 | June       | School Counselor,<br>Administrator                            |
| <b>8th Grade College Visits</b>   | A, P    | 8   | Quarterly  | School Counselor,<br>Teachers                                 |
| <b>Introduction to Careers /<br/>Job Shadowing</b>  | A, C, P | 7   | Varies     | School Counselor,<br>Teachers                                 |

|  |         |     |          |   |
|--|---------|-----|----------|---|
| <b>CSC/504 Meetings</b>  | C       | 8   | Varies   | School Counselor,<br>Teachers, School<br>Psychologist |
| <b>Peer Counselor Program<br/>MMS-MHS</b>  | A, C, P | 7-8 | All Year | School Counselor, Dean of<br>Students                 |
| <b>Peer Tutors</b>   | A, C, P | 7-8 | All Year | School Counselor                                      |
| <b>UPSTANDER Program</b>   | P       | 7-8 | All Year | School Counselor, Peer<br>Leader Advisor              |
| <b>Bullying Incident<br/>Prevention Sheet (BIPS)<br/>Referrals &amp; Mediation</b> | P       | 7-8 | All Year | School Counselor, MMS<br>Staff                        |
| <b>Career Café</b>   | C       | 7-8 | All Year | School Counselor,<br>Teachers                         |
| <b>Health Class Curriculum</b>   | P       | 7-8 | All Year | Teacher, School Counselor                             |
| <b>12th Period Academic<br/>Recovery</b>   | A, C, P | 7-8 | All Year | School Counselor, Dean of<br>Students                 |
| <b>Peer Leaders</b>  | A, P    | 7-8 | All Year | School Counselor, Peer<br>Leader Advisor              |

|   |         |     |          |  |
|---|---------|-----|----------|--|
| <b>Youth to Youth</b>                                   | A, C, P | 7-8 | All Year | School Counselor, Youth to Youth Advisor                     |
| <b>LEAPS (Leading, Education And Providing Support)</b> | A, C, P | 7-8 | All Year | School Counselor   |
| <b>Character Education</b>                              | A, C, P | 7-8 | All Year | School Counselor, Teachers                                   |
| <b>Soaring Eagle</b>                                    | A, C, P | 7-8 | All Year | School Counselor, Teachers                                   |
| <b>Student of the Month</b>                             | A, C, P | 7-8 | All Year | School Counselor, Teachers                                   |
| <b>Project SOAR</b>                                     | A, C, P | 7-8 | All Year | School Counselor, Teachers                                   |
| <b>Red Jacket BOCES - Conferences/Consultation</b>      | A, C, P | 7-8 | All Year | School Counselor, Teachers, School Psychologist, BOCES Staff |
| <b>Career Academy - Conferences/Consultation</b>        | A, C, P | 7-8 | All Year | School Counselor, Administrator, Career Academy Staff        |
| <b>SPOA Referral - Coordinator</b>                      | A, C, P | 7-8 | All Year | School Counselor, School Social Worker                       |

|   |         |     |          |  |
|---|---------|-----|----------|--|
| <b>Attendance/PINS Referral - Coordinator</b> | A, C, P | 7-8 | All Year | School Counselor, School Social Worker                                     |
| <b>Referrals to Community Agencies</b>        | A, P    | 7-8 | All Year | School Counselor, School Social Worker                                     |
| <b>FBA &amp; BIPS Referrals</b>               | A, C, P | 7-8 | All Year | School Counselor, School Social Worker, School Psychologist, Administrator |
| <b>AIS Identification</b>                     | A       | 7-8 | All Year | School Counselor, School Psychologist, Teachers, Administrators            |
| <b>Team Meetings</b>                          | A, C, P | 7-8 | All Year | School Counselor, Teachers, Administrator, Dean of Students                |
| <b>Schedule Adjustments</b>                   | A, C, P | 7-8 | All Year | School Counselor, Teachers, Administrator                                  |
| <b>CPS Mandated Reporting</b>                 | A, P    | 7-8 | All Year | School Counselor, Staff  |
| <b>IST Meetings</b>                           | A, C, P | 7-8 | All Year | School Counselor, Teachers, School Psychologist                            |
| <b>IEP Counseling</b>                         | A, C, P | 7-8 | All Year | School Counselor, School Social Worker, School Psychologist                |

|  |         |     |           |  |
|--|---------|-----|-----------|--|
| <b>Parent Conferences</b>  | A, P    | 7-8 | As Needed | School Counselor, School Psychologist, Teachers, Administrators, Dean of Students            |
| <b>Focus Groups</b><br>(Boys Group, Girls Group, Banana Splits, Lunch Bunch, etc.) | A, C, P | 7-8 | As Needed | School Counselor, School Social Worker   |
| <b>Individual Meetings With At-Risk Students</b>                                   | A, C, P | 7-8 | As Needed | School Counselor,<br>Additional Support varies   |
| <b>Individual Counseling</b>   | A, C, P | 7-8 | As Needed | School Counselor, School Psychologist, School Social Worker                                  |
| <b>Conflict Resolution</b>   | A, P    | 7-8 | As Needed | School Counselor, School Psychologist, School Social Worker, Dean of Students, Administrator |
| <b>Peer Mediation</b>  | P       | 7-8 | As Needed | School Counselor, School Psychologist, School Social Worker, Dean of Students, Administrator |
| <b>Master Schedule Consultation</b>  | A       | 7-8 | As Needed | School Counselor, Administrator  |
| <b>Grade Issues</b>  | A       | 7-8 | As Needed | School Counselor, Administrator  |
| <b>New Student Registration</b>  | A, C, P | 7-8 | As Needed | School Counselor   |

|  |         |     |           |  |
|--|---------|-----|-----------|--|
| <b>APEX Credit Recovery</b>                  | A, C, P | 7-8 | As Needed | School Counselor,<br>Teachers, Administrator   |
| <b>Vocational Assessments</b>                | A, C, P | 7-8 | As Needed | School Counselor   |
| <b>Student Eligibility Determination</b>     | A, P    | 7-8 | As Needed | School Counselor, Staff  |
| <b>Crisis Intervention</b>                   | A, C, P | 7-8 | As Needed | School Counselor, Dean of Students, School Psychologist, School Social Worker, Administrator |
| <b>Student Observations in the Classroom</b> | A, C, P | 7-8 | As Needed | School Counselor, School Psychologist  |
| <b>Staffings</b>                             | A, C, P | 7-8 | As Needed | School Counselor, Dean of Teachers, Dean of Students, Administrator                          |

# **School Counseling Curriculum Middle School**

## **Grades 7 & 8**

### **7<sup>th</sup> Grade Student Orientation**

Held in July or August. Counselor coordinates evening event. Topics discussed include how to be successful in the middle school, the benefits of passing 7<sup>th</sup> grade, student assistance and supports, exploring extra-curricular opportunities, and a schedule overview. Students go on a guided tour of the building with Peer Counselors who volunteer at this event and also have the opportunity to discuss worries or fears in small group sessions.

### **7<sup>th</sup> Grade Parent Orientation**

Held in July or August. Parents are invited to attend the 7<sup>th</sup> grade orientation session. A separate presentation is given to parents to discuss how to help their child be successful, student assistance and supports, exploring opportunities, a schedule overview and rules and expectations.

### **7<sup>th</sup> Grade 504 Meeting Reviews**

504 meetings are generally held in July or August to review students' 504 plans with their parents. Teachers are also involved in this process at the beginning of the year. Counselor coordinates team meetings to go over all 504 plans during team time.

### **7<sup>th</sup> Grade Transition Groups with Peer Leaders**

In September-October, counselor holds meetings with each 7<sup>th</sup> grade student to get a chance to get to know each student. The purpose of this activity is to start building or continue building a relationship with all students. Peer Leaders also meet with students to welcome them to the middle school building. This is a great opportunity to make sure all students are making a good transition. We also go over rules, expectations, late bus procedures, 12<sup>th</sup> period benefits, organizational strategies, homework habits and goal setting.

### **Welcome Back Assembly**

The purpose of this Assembly is to welcome everyone back to school. During this event we also remind everyone about our building rules and expectations

### **Student Clubs and Activities Assembly**

In September, counselor organizes this event to introduce all students to the clubs and activities that are offered at the middle school. All advisors are welcome to attend. Counselor encourages all students to get involved as extracurricular activities provide opportunities for youth to interact with peers in a supervised setting and form relationships with adults. Students also learn valuable skills such as responsibility, leadership, organization, team-building skills and community service.

### **Red Ribbon Week**

Counselor coordinates Red Ribbon Week, which is drug and alcohol prevention week. Activities are scheduled throughout the week, which are designed to enhance knowledge of alcohol and drug use consequences and resist peer pressure. The Youth to Youth group is actively involved with events throughout the week, including a community service project that demonstrates our students are committed to supporting a drug free school and community.

### **Mix it Up Day**

Counselor organizes this nation-wide event that supports the importance of tolerance and encourages students to identify, question and cross social boundaries. Students are asked to move out of their comfort zones and connect with others during lunch.

### **Community Service Projects – Secret Santa, Festival of Lights, Spa Apartments**

Community Service Projects are offered throughout the year. Counselor organizes several events during the holiday season and during the year to get students involved. Students learn to work as a team member, take on leadership roles and set project goals, all of which will help students in any future career.

### **Service Learning Day**

This is a school wide event in which students take part in service projects to serve the school and the community. The possibilities for service-learning projects are limitless. Every year, during the month of December, we propose and coordinate service learning projects. Students are responsible for planning and designing, and then they are a critical role in the implementation process.

### **Individual Course/Vocational Planning**

Beginning in January, individual meetings are arranged with every student to discuss individual, academic, and career goals. Students and counselors also review plans and course schedules for next year.

### **High School Ahead – 8<sup>th</sup> Grade Scheduling**

Presentation is given in 8<sup>th</sup> grade English classes near the end of January to make schedules, fill out 4-year plans, and discuss the transition to the high school. This presentation takes the whole period. Counselor is present at this time to assist high school counselors in this process.

### **Foreign Language Presentation**

Counselor organizes and facilitates the foreign language presentation for all 6<sup>th</sup> grade students. Students learn about the foreign language courses that are offered at the middle school level and have the chance to meet the teachers in our foreign language department.

### **Course Selection Sheets and Planning**

The course selection sheets are updated and changed if necessary in order to facilitate the alignment of the master schedule. Every year the sheets are then distributed to the students and reviewed with the counselor.

### **Review of Student Records for Placement into Accelerated Classes**

An eligibility team comprised of the school administrator and counselor reviews the evaluation information of every student referred into the accelerated program. The team follows guidelines when making a decision about the student's placement in this program and notifies parents as to the team's decision.

### **Transition Planning – Orientation to 7<sup>th</sup> Grade**

The transition program for students who will be entering 7<sup>th</sup> grade consists of several different events throughout the year including: an orientation in May at the middle school followed by a tour of the school for students, visits to the intermediate school in the spring, a "Welcome to the Middle School" activity night in June, as well as a student/parent summer retreat event in August.

### **Student Awards**

The counselor serves a vital role in ensuring and maximizing student success in all areas. At the end of the year the counselor helps to determine students who should be recognized based on progress that has been made throughout the year.

### **End of the Year Celebration Planning**

Counselor helps to plan end of the year activities and events, including the 8<sup>th</sup> grade celebration night. A committee of volunteers is formed in order to prepare and organize all activities efficiently.

### **Learning Center Support Identification**

In the spring, while scheduling is underway, determining students who need additional assistance is imperative. It is important that we are providing all students with the services and the supports they need to be successful.

### **At Risk of Failure identification**

Student grades are monitored throughout the school year. Progress reports are also sent home. Parent-teacher meetings are scheduled as needed and students who are in questionable academic standing will also be notified after the first two quarters are over. Letters are sent home to parents as well. Another letter is sent at the end of the third quarter if we are still concerned about the student's academic progress.

### **Promotion/Retention Meetings**

At the end of the school year, counselor and administrator collaborate and discuss student promotion and retention. The decisions are based on the student's ability to demonstrate growth in learning and meeting grade-level standards of expected student achievement.

### **Summer School Process**

Once final grades are calculated in late June, we determine which students will be eligible for Summer School. Counselor contacts parents, and they have the opportunity to register their child for summer school.

### **8<sup>th</sup> Grade College Visits**

As part of the Family and Consumer Sciences curriculum, 8<sup>th</sup> grade students have the opportunity to meet with local colleges in the area. Students participate in a campus tour, have the chance to ask questions in a small group setting, and learn more about post-secondary education.

### **Introduction to Careers/Job Shadowing**

In 8<sup>th</sup> grade, students are encouraged and expected to participate in an off-campus job shadow experience of their choice. This is an exciting chance for students to explore a career that interests them.

### **CSE/504 Meetings**

504 meetings are generally held in July or August to review students' 504 plans with their parents. Teachers are also involved in this process at the beginning of the year. Counselor coordinates team meetings to go over all 504 plans during team time. CSE meetings are held throughout the year as needed. Counselors attend all meetings and bring grading, scheduling, and attendance information and ensure students are scheduled in the appropriate courses. Any concerns are addressed at this time and suggestions or feedback to help students reach their maximum potential are discussed.

### **Peer Counselor Program – MMS/MHS**

The Peer Counselor program is a peer mentoring program designed to create positive outcomes while developing and enhancing the safety and well-being of our youth as they enter the middle school. This program was created to help all students as they make the transition to a new building. High school students are paired up with and mentor younger 7<sup>th</sup> grade students throughout the year in a structured environment. Peer counselors are recruited from within the student population. In order to be a part of this program, all students have to go through an application process and orientation which is lead and organized by the high school Dean of Students and middle school counselor.

### **Peer Tutors**

Throughout the year, high school students are selected to work with middle school students who are in need of academic assistance. This intervention is designed to assist struggling students with their studies and improve student motivation and achievement.

### **UPSTANDER Program**

The Upstander Program is a school-wide bullying prevention program designed to reduce and prevent bullying by educating all students to stand up to bullies and support victims.

### **Bullying Incident Prevention Sheet (BIPS) Referrals & Mediation**

In response to the Dignity for All Students Act that was passed by New York State in 2010, BIPS forms were created to document all incidents of bullying that occur. All reports are addressed as school personnel must report and/or investigate all incidents of bullying.

### **Career Café**

Invite previous graduates or local professionals back to discuss and field questions about transitioning to college and/or to discuss career opportunities. Order pizza and soda for all students and hold discussion group in conference room.

### **Health Class Curriculum**

Generally, all 7<sup>th</sup> graders are required to take Health class. Topics covered include mental health, setting personal health goals, stress management, decision making, conflict resolution, communication skills, refusal skills, food and nutrition, substance abuse, growth and development and the project alert curriculum.

### **12<sup>th</sup> Period Academic Recovery**

The Academic Recovery Plan requires students to stay with their teachers 12<sup>th</sup> period for the purpose of receiving additional academic support from their teachers until they have learned the study skills and work habits to achieve passing grades. Students are placed on the Academic Recovery Plan at the release of any progress report (4,7 and 10 weeks) during the quarter if: they are failing two or more classes and/or maintaining an overall GPA less than 70%. Counselor creates weekly report with students individually as each report is different depending on the needs of the student.

### **Peer Leaders**

Counselor is the advisor of the Peer Leaders Program. Peer Leaders are nominated by the faculty and staff from the Intermediate & Middle School because of his or her commitment to making our school and community a positive environment and a better place to be. Our students demonstrate the ability to encourage others to establish and achieve goals, have the strength of character and the courage to do what is right, have empathy toward the experiences and ideas of others, the ability to influence others and are willing to take risks. We work together as a team throughout the year to make positive changes within our school and in the community.

### **Youth to Youth**

Youth-to-Youth is one of the many extraordinary clubs offered at Midlakes Middle School. Y2Y holds various fundraisers throughout the year and organizes fun events and activities that take place about once every month. The number of participants is unlimited. Student officers will meet on a regular basis with counselor and staff to discuss upcoming events and fundraisers and make many important decisions for Y2Y.

### **LEAPS (Leading, Education AND Providing Support)**

L.E.A.P.S is a young men's mentoring group that develops positive peer connections between students at Midlakes High School and younger students at the middle school level. In a one-to-one environment, older students provide positive support to younger students. These support services primarily focus on homework assistance, but also includes a role-model component, as well as healthy, positive decision making. Counselor helps in the selection process and manages program.

### **Character Education**

Counselor coordinates and facilitates the school wide program to build character through everyday contacts with students.

### **Soaring Eagle**

The soaring eagle is designed to recognize students who consistently make sound choices, show great effort, and demonstrate respect to others. It is also for students whose behavior is inconsistent, but have put together a good week and would benefit from being noticed for making good decisions. Counselor helps in the selection process and encourages students to make good choices.

### **Student of the Month**

Every month the staff at MMS recognizes students who are respectful, honest, caring and responsible. Students of the Month are honored with the following: a letter home to parents and a certificate, recognition in the Finger Lakes Times and the Daily Messenger, their picture and name displayed on the bulletin board, and an ice cream outing at the end of the school year. Counselor coordinates all activities to support this process.

### **Project SOAR**

SOAR is a school-wide system that supports staff to teach and promote positive behavior in all students and adults. The goal is to establish a positive school-wide culture and implement effective school and classroom behavior supports. Students earn SOAR rewards for demonstrating SOAR behaviors. Postcards home and soaring eagle nominations are also distributed to students who consistently make good choices. Counselor and Character Education Committee oversee and administer program.

### **Red Jacket BOCES – Conferences/Consultation**

CSE meetings are held throughout the year to discuss student progress and performance. Areas of growth and opportunities for improvement are discussed at committee. As students transition from the Red Jacket BOCES Program back to district, meetings are arranged in addition to visits to the BOCES campus. The overall goal is to make the transition back to district as smooth as possible and provide each student with the supports and services to have a successful year.

### **Career Academy – Conferences/Consultation**

Students who attend the Career Academy are held accountable for their performance. Meetings are scheduled to discuss student progress in all areas.

### **SPOA (Single Point of Access) Referral – Coordinator**

Counselor refers high needs students to the SPOA committee throughout the year and participates in group meetings. The committee helps to coordinate services for students and their families based on their identified needs.

### **Attendance/PINS (Person In Need of Supervision) Referrals – Coordinator**

Absences, whether excused or unexcused can disrupt units of study, which causes students to miss direct instruction and classroom time. Direct instruction is a critical part

of a child's education. If frequent absences result in poor academic performance, the counselor and dean of students can create an attendance plan and/or make home visits. If these actions do not help, a PINS petition or hotline referral is needed to enforce school policies.

### **Referrals to Community Agencies**

Refer students and parents to outside community agencies throughout the school year, as needed. Collaborate with outside providers to help ensure student progress.

### **FBA & BIP Referrals**

An FBA is typically performed first in order to gather information in regards to a student and his or her challenging behaviors. As a member of the team, counselor helps to identify specific concerns and problem behaviors and brainstorms with other team member's possible factors that may influence the behavior. Information should be collected, reviewed, and then recorded before writing or implementing a BIP. The Behavior Invention Plan is the actual plan that is created by the same team members to help improve the behavior. This is the second step to the process and should include: goals, specific strategies to reach goals, how progress will be assessed as well as who will be responsible for managing the different components.

### **AIS Identification**

AIS services are available to students who are identified as needing extra support in the areas of Math and English Language Arts. Students are identified for AIS services based on their performance on the New York State ELA and Math exams and/or teacher recommendation. Students are scheduled in support classes and progress is monitored throughout the school year.

### **Team Meetings**

Teachers and support staff typically meet daily during a common planning period by grade level or department to engage in productive planning sessions. The focus of these meetings is on student learning and development. Parent conferences are also held at this time as needed throughout the year.

### **Schedule Adjustments**

Facilitate schedule changes as needed throughout the school year. Students are required to talk to the counselor. Parents must be contacted; and principal must approve any changes before a change can be made.

### **CPS Mandated Reporting**

As school personnel, we are all under the mandated reporter statute which requires us to report any suspicions or facts of child abuse or neglect to the New York State Central Register of Child Abuse and Maltreatment, also known as the Child Abuse Hotline.

### **IST Meetings**

As a member of the IST team, developing and identifying student needs, including academic and behavioral support, is important. The team determines strategies to assist students and allocates resources that can be used to increase the student's chances to succeed in school.

### **IEP Counseling**

Provide mandated counseling as needed based on a student's IEP.

### **Parent Conferences**

Parent Teacher conferences are held throughout the year. We welcome and encourage parental involvement and support. Counselor or teacher arranges conferences as needed and parents can also request conferences as well. Action plans are developed and implemented.

### **Focus Groups**

Counseling groups are offered throughout the year to address various needs. Students can contact their counselor if they are interested in joining group, or students may be recommended to attend. Examples of groups include: boys group, girls group, self-esteem building group, social skills group, new student group, splits group and many others as needed.

### **Individual Meetings with At-Risk Students**

School counselor identifies struggling students who are not meeting academic or behavioral expectations throughout the year and collaborates with teachers and support staff to provide appropriate interventions. They design and implement plans to address the needs of these students and monitor progress. Students are involved in this process.

### **Individual Counseling**

Individual counseling sessions are offered and available to all students. Students are encouraged to stop in to see the counselor, or they can fill out a School Counselor Request slip which is located in the PSO office. Counselor supports students in all areas and provides counseling to address the needs of all students.

### **Conflict Resolution**

Conflict resolution is a positive problem solving process that is used as an effective way to handle disagreements between students within the middle school setting.

### **Peer Mediation**

Peer Mediation is a process in which students of the same age group facilitate resolving issues among students in the presence of the counselor.

### **Master Schedule Consultation**

In the spring, help make adjustments to the master schedule for the following school year in conjunction with the principal.

### **Grade Issues**

Monitor student grades and speak with students and/or parents regarding academic issues throughout the school year. Set up and facilitate parent-teacher meetings as needed.

### **New Student Registration**

Register and enroll new students throughout the school year, as needed. Review past records, create a schedule in conjunction with the student and/or parent and contact previous school to gather more information.

### **APEX Credit Recovery**

Identify and refer students to the APEX computer program throughout the school year as needed.

### **Vocational Assessments**

Identify students and complete assessment and referral paperwork as needed for students who are recommended for the Career Academy.

### **Student Eligibility Determination**

As it is stated in our policy, students who are involved in extra-curricular activities perform better academically; therefore, participation is important to us. However, academic accountability must be maintained as academics do come first. We encourage all students to stay for our academic advisory period. The goal is to guide students and answer any questions so that they will be eligible to participate in all activities.

### **Crisis Intervention**

Assist students with working through crises throughout the school year as needed.

### **Student Observations in the Classroom**

Student observations are arranged by counselor and conducted as necessary. Observations can be another form of ongoing assessment and are used within the school to record student performance or behavior.

### **Staffings**

Schedule and facilitate meetings with parents and teachers of students throughout the school year as needed. Staffings are done as a last resort after previous attempts at resolving the conflict have failed. No staffings during critical grading periods if possible.

## ASCA NATIONAL STANDARDS: CURRICULUM CROSSWALKING TOOL

| <b>ACADEMIC DEVELOPMENT DOMAIN</b>  |   |    |    |    |
|---|---|----|----|----|
| <b>Standard A:</b> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.                       |   |    |    |    |
|   | 9 | 10 | 11 | 12 |
| <b>Competency A1 Improve Academic Self-concept</b>  |   |    |    |    |
| A:A1.1 articulate feelings of competence and confidence as learners   | x | x  | x  | x  |
| A:A1.2 display a positive interest in learning  | x | x  | x  | x  |
| A:A1.3 take pride in work and achievement   | x | x  | x  | x  |
| A:A1.4 accept mistakes as essential to the learning process   | x | x  | x  | x  |
| A:A1.5 identify attitudes and behaviors which lead to successful learning   | x | x  | x  | x  |
| <b>Competency A2 Acquire Skills for Improving Learning</b>  |   |    |    |    |
| A:A2.1 apply time management and task management skills   | x | x  | x  | x  |
| A:A2.2 demonstrate how effort and persistence positively affect learning  | x | x  | x  | x  |
| A:A2.3 use communications skills to know when and how to ask for help when needed   | x | x  | x  | x  |
| A:A2.4 apply knowledge and learning styles to positively influence school performance   | x | x  | x  | x  |
| <b>Competency A3 Achieve School Success</b>   |   |    |    |    |
| A:A3.1 take responsibility for their actions  | x | x  | x  | x  |
| A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students  | x | x  | x  | x  |
| A:A3.3 develop a broad range of interest and abilities  | x | x  | x  | x  |
| A:A3.4 demonstrate dependability, productivity, and initiative  | x | x  | x  | x  |
| A:A3.5 share knowledge  | x | x  | x  | x  |
| <b>Standard B:</b> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. |   |    |    |    |
| <b>Competency B1 Improve Learning</b>   |   |    |    |    |
| A:B1.1 demonstrate the motivation to achieve individual potential   | x | x  | x  | x  |
| A:B1.2 learn and apply critical thinking skills   | x | x  | x  | x  |
| A:B1.3 apply the study skills necessary for academic success at each level  | x | x  | x  | x  |
| A:B1.4 seek information and support from faculty, staff, family and peers   | x | x  | x  | x  |
| A:B1.5 organize and apply academic information from a variety of sources  | x | x  | x  | x  |
| A:B1.6 use knowledge of learning styles to positively influence school performance  | x | x  | x  | x  |
| A:B1.7 become a self-directed and independent learner   | x | x  | x  | x  |
| <b>Competency B2 Plan to Achieve Goals</b>  |   |    |    |    |
| A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school  | x | x  | x  | x  |
| A:B2.2 use assessment results in educational planning   | x | x  | x  | x  |
| A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement   | x | x  | x  | x  |
| A:B2.4 apply knowledge of aptitudes and interests to goal setting   | x | x  | x  | x  |
| A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals   | x | x  | x  | x  |
| A:B2.6 understand the relationship between classroom performance and success in school  | x | x  | x  | x  |
| A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities  | x | x  | x  | x  |
| <b>STANDARD C:</b> Students will understand the relationship of academics to the world of work, and to life at home and in the community.                                     |   |    |    |    |
| <b>Competency C1 Relate School to Life Experience</b>   |   |    |    |    |
| A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life  | x | x  | x  | x  |
| A:C1.2 seek co-curricular and community experiences to enhance the school experience  | x | x  | x  | x  |
| A:C1.3 understand the relationship between learning and work  | x | x  | x  | x  |
| A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals  | x | x  | x  | x  |
| A:C1.5 understand that school success is the preparation to make the transition from student to community member  | x | x  | x  | x  |
| A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities  | x | x  | x  | x  |
| <b>CAREER DEVELOPMENT DOMAIN</b>  |   |    |    |    |
| <b>STANDARD A:</b> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.                  |   |    |    |    |
|   | 9 | 10 | 11 | 12 |
| <b>Competency A:1 Develop Career Awareness</b>  |   |    |    |    |
| C:A1.1 develop skills to locate, evaluate, and interpret career information   | x | x  | x  | x  |
| C:A1.2 learn about the variety of traditional and nontraditional occupations  | x | x  | x  | x  |
| C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations   | x | x  | x  | x  |
| C:A1.4 learn how to interact and work cooperatively in teams  | x | x  | x  | x  |
| C:A1.5 learn to make decisions  | x | x  | x  | x  |
| C:A1.6 learn how to set goals   | x | x  | x  | x  |
| C:A1.7 understand the importance of planning  | x | x  | x  | x  |
| C:A1.8 pursue and develop competency in areas of interest   | x | x  | x  | x  |
| C:A1.9 develop hobbies and vocational interests   | x | x  | x  | x  |
| C:A1.10 balance between work and leisure time   | x | x  | x  | x  |

|  |   |   |    |    |    |
|--|---|---|----|----|----|
| <b>Competency A:2 Develop Employment Readiness</b>   |   |   |    |    |    |
| C:A2.1   | acquire employability skills such as working on a team, problem-solving and organizational skills   |   |    | x  | x  |
| C:A2.2   | apply job readiness skills to seek employment opportunities   |   |    | x  | x  |
| C:A2.3   | demonstrate knowledge about the changing workplace  |   |    | x  | x  |
| C:A2.4   | learn about the rights and responsibilities of employers and employees  |   |    | x  | x  |
| C:A2.5   | learn to respect individual uniqueness in the workplace   | x | x  | x  | x  |
| C:A2.6   | learn how to write a resume   |   | x  | x  | x  |
| C:A2.7   | develop a positive attitude toward work and learning  | x | x  | x  | x  |
| C:A2.8   | understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace                               | x | x  | x  | x  |
| C:A2.9   | utilize time and task-management skills   | x | x  | x  | x  |
| <b>STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.</b>                                 |   |   |    |    |    |
| <b>Competency B:1 Acquire Career Information</b>   |   |   |    |    |    |
| C:B1.1   | apply decision making skills to career planning, course selection, and career transition  | x | x  | x  | x  |
| C:B1.2   | identify personal skills, interests, and abilities and relate them to current career choice   |   |    | x  | x  |
| C:B1.3   | demonstrate knowledge of the career planning process  | x | x  | x  | x  |
| C:B1.4   | know the various ways in which occupations can be classified  | x | x  | x  | x  |
| C:B1.5   | use research and information resources to obtain career information   | x | x  | x  | x  |
| C:B1.6   | learn to use the internet to access career planning information   | x | x  | x  | x  |
| C:B1.7   | describe traditional and non-traditional occupations and how these relate to career choice  | x | x  | x  | x  |
| C:B1.8   | understand how changing economic and societal needs influence employment trends and future training   | x | x  | x  | x  |
| <b>Competency B:2 Identify Career Goals</b>  |   |   |    |    |    |
| C:B2.1   | demonstrate awareness of the education and training needed to achieve career goals  | x | x  | x  | x  |
| C:B2.2   | assess and modify their educational plan to support career  | x | x  | x  | x  |
| C:B2.3   | use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience                                  | x | x  | x  | x  |
| C:B2.4   | select course work that is related to career interests  | x | x  | x  | x  |
| C:B2.5   | maintain a career planning portfolio  |   |    |    |    |
| <b>STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.</b>             |   |   |    |    |    |
| <b>Competency C:1 Acquire Knowledge to Achieve Career Goals</b>  |   |   |    |    |    |
| C:C1.1   | understand the relationship between educational achievement and career success  | x | x  | x  | x  |
| C:C1.2   | explain how work can help to achieve personal success and satisfaction  | x | x  | x  | x  |
| C:C1.3   | identify personal preferences and interests which influence career choice and success   | x | x  | x  | x  |
| C:C1.4   | understand that the changing workplace requires lifelong learning and acquiring new skills  | x | x  | x  | x  |
| C:C1.5   | describe the effect of work on lifestyle  | x | x  | x  | x  |
| C:C1.6   | understand the importance of equity and access in career choice   | x | x  | x  | x  |
| C:C1.7   | understand that work is an important and satisfying means of personal expression  | x | x  | x  | x  |
| <b>Competency C2 Apply Skills to Achieve Career Goals</b>  |   |   |    |    |    |
| C:C2.1   | demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals                      | x | x  | x  | x  |
| C:C2.2   | learn how to use conflict management skills with peers and adults   | x | x  | x  | x  |
| C:C2.3   | learn to work cooperatively with others as a team member  | x | x  | x  | x  |
| C:C2.4   | apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | x | x  | x  | x  |
| <b>PERSONAL/SOCIAL DOMAIN</b>  |   |   |    |    |    |
| <b>STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</b> |   |   |    |    |    |
|  |   | 9 | 10 | 11 | 12 |
| <b>Competency A1 Acquire Self-Knowledge</b>  |   |   |    |    |    |
| PS:A1.1  | develop positive attitudes toward self as a unique and worthy person  | x | x  | x  | x  |
| PS:A1.2  | identify values, attitudes and beliefs  | x | x  | x  | x  |
| PS:A1.3  | learn the goal-setting process  | x | x  | x  | x  |
| PS:A1.4  | understand change is a part of growth   | x | x  | x  | x  |
| PS:A1.5  | identify and express feelings   | x | x  | x  | x  |
| PS:A1.6  | distinguish between appropriate and inappropriate behavior  | x | x  | x  | x  |
| PS:A1.7  | recognize personal boundaries, rights, and privacy needs  | x | x  | x  | x  |
| PS:A1.8  | understand the need for self-control and how to practice it   | x | x  | x  | x  |
| PS:A1.9  | demonstrate cooperative behavior in groups  | x | x  | x  | x  |
| PS:A1.10   | identify personal strengths and assets  | x | x  | x  | x  |
| PS:A1.11   | identify and discuss changing personal and social roles   | x | x  | x  | x  |
| PS:A1.12   | identify and recognize changing family roles  | x | x  | x  | x  |
| <b>Competency A2 Acquire Interpersonal Skills</b>  |   |   |    |    |    |
| PS:A2.1  | recognize that everyone has rights and responsibilities   | x | x  | x  | x  |
| PS:A2.2  | respect alternative points of view  | x | x  | x  | x  |
| PS:A2.3  | recognize, accept, respect and appreciate individual differences  | x | x  | x  | x  |
| PS:A2.4  | recognize, accept and appreciate ethnic and cultural diversity  | x | x  | x  | x  |
| PS:A2.5  | recognize and respect differences in various family configurations  | x | x  | x  | x  |
| PS:A2.6  | use effective communications skills   | x | x  | x  | x  |
| PS:A2.7  | know that communication involves speaking, listening, and nonverbal behavior  | x | x  | x  | x  |
| PS:A2.8  | learn how to make and keep friends  | x | x  | x  | x  |

**STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.**

| <b>Competency B1 Self-Knowledge Application</b>  |   |   |   |   |
|--|---|---|---|---|
| PS:B1.1 use a decision-making and problem-solving model  | x | x | x | x |
| PS:B1.2 understand consequences of decisions and choices                                       | x | x | x | x |
| PS:B1.3 identify alternative solutions to a problem  | x | x | x | x |
| PS:B1.4 develop effective coping skills for dealing with problems                              | x | x | x | x |
| PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions | x | x | x | x |
| PS:B1.6 know how to apply conflict resolution skills   | x | x | x | x |
| PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences         | x | x | x | x |
| PS:B1.8 know when peer pressure is influencing a decision                                      | x | x | x | x |
| PS:B1.9 identify long- and short-term goals  | x | x | x | x |
| PS:B1.10 identify alternative ways of achieving goals  | x | x | x | x |
| PS:B1.11 use persistence and perseverance in acquiring knowledge and skills                    | x | x | x | x |
| PS:B1.12 develop an action plan to set and achieve realistic goals                             | x | x | x | x |

**STANDARD C: Students will understand safety and survival skills.**

| <b>Competency C1 Acquire Personal Safety Skills</b>  |   |   |   |   |
|--|---|---|---|---|
| PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)   | x | x | x | x |
| PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual | x | x | x | x |
| PS:C1.3 learn about the differences between appropriate and inappropriate physical contact                       | x | x | x | x |
| PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy                                   | x | x | x | x |
| PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | x | x | x | x |
| PS:C1.6 identify resource people in the school and community, and know how to seek their help                    | x | x | x | x |
| PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices              | x | x | x | x |
| PS:C1.8 learn about the emotional and physical dangers of substance use and abuse                                | x | x | x | x |
| PS:C1.9 learn how to cope with peer pressure   | x | x | x | x |
| PS:C1.10 learn techniques for managing stress and conflict   | x | x | x | x |
| PS:C1.11 learn coping skills for managing life events  | x | x | x | x |

## Phelps-Clifton Springs Central School District Comprehensive School Counseling Plan

Midlakes High School Curriculum Map  
2012-2013

A - Academic, C - Career, P - Personal/Social

| <b>Service/Activity</b>                     | <b>Domain</b> | <b>Grade Level</b> | <b>Timeline</b>                | <b>Staff Involved</b>                               |
|---|---------------|--------------------|--------------------------------|---|
| <b>9th Grade Student/Parent Orientation</b> | A,C           | 9                  | August/September               | School Counselor,<br>Administrator, student mentors |
| <b>Junior Timeline Mailing</b>              | A, C          | 11                 | September                      | School Counselor                                    |
| <b>Junior College Readiness</b>             | A, C          | 11                 | September                      | School Counselor                                    |
| <b>RAC Visit</b>                            | A,C           | 11,12              | September                      | School Counselor                                    |
| <b>Senior Timeline Mailing</b>              | A,C           | 12                 | September                      | School Counselor                                    |
| <b>Senior Application Presentation</b>      | AC            | 12                 | September                      | School Counselor                                    |
| <b>Resumes</b>                              | A,C           | 11-12              | September/October or as needed | SchoolCounselors/Teachers                           |

|  |         |       |                                   |  |
|--|---------|-------|-----------------------------------|--|
| <b>Senior Interview</b>                    | A,C     | 12    | September, October                | School Counselor                                 |
| <b>Finger Lakes Works with their hands</b> | A,C     | 9-12  | October                           | School Counselor                                 |
| <b>PSAT</b>                                | A,C     | 10-11 | October/December                  | School Counselor                                 |
| <b>College Application Workshop</b>        | A,C     | 12    | September - December or as needed | School Counselors                                |
| <b>9th Grade Interviews</b>                | A,C,P   | 9     | October-November or as needed     | School Counselors                                |
| <b>HOBY</b>                                | A, C, P | 10    | October/June                      | School Counselors                                |
| <b>Junior College Presentation</b>         | A,C     | 11    | November                          | School Counselors                                |
| <b>Acces-VR Presentation/Referrals</b>     | A,C,P   | 12    | November or as needed             | School Counselors                                |
| <b>ASVAB</b>                               | A,C     | 11-12 | November/December                 | School Counselors                                |
| <b>Financial Aid Night</b>                 | A,C     | 11-12 | December                          | School Counselors, College Financial Aid Advisor |

|   |       |       |                                  |  |
|---|-------|-------|----------------------------------|--|
| <b>BOCES Presentation/Visit</b>                   | A, C  | 10    | December/February                | School Counselors and<br>FLTCC Staff   |
| <b>Individual Course/<br/>Vocational Planning</b> | A,C   | 8-11  | January-February or as<br>needed | School Counselors                      |
| <b>College Panel</b>                              | A,C,P | 12    | January                          | School Counselors, College<br>Students |
| <b>8th Grade Scheduling<br/>Night</b>             | A,C,P | 8     | January                          | School Counselors,<br>Administrators   |
| <b>8th Grade<br/>Scheduling/Classroom</b>         | A,C,P | 8     | January                          | School Counselors, Teachers            |
| <b>Standardized Testing<br/>Presentation</b>      | A, C  | 11    | February                         | School Counselors                      |
| <b>Search for A College<br/>Night</b>             | A,C   | 10-11 | March                            | School Counselors,<br>Administrators   |
| <b>Allied Health Career Day</b>                   | A,C   | 9-10  | March                            | Teachers                               |
| <b>Rochester National<br/>College Fair</b>        | A,C   | 11    | March                            | School Counselors                      |
| <b>Junior Scholarship<br/>Selection</b>           | A,C   | 11    | March                            | School Counselors                      |

|   |       |      |           |  |
|---|-------|------|-----------|--|
| <b>National Honor Society Selection</b> | A, C  | 11   | April     | School Counselors, Teachers                            |
| <b>Senior Surveys</b>                   | A,C   | 12   | May       | School Counselors                                      |
| <b>Senior Scholarship Selection</b>     | A,C   | 12   | May       | Teachers, School Counselors                            |
| <b>Boys State/Girls State</b>           | A,C,P | 11   | May-June  | School Counselors                                      |
| <b>Summer School Signups</b>            | A     | 9-12 | June      | School Counselors                                      |
| <b>Exploring</b>                        | A,C,P | 9-12 | Year long | School Counselors, Teachers, Administrators            |
| <b>Health Class Curriculum</b>          | A,C,P | 9    | Year long | Teachers   |
| <b>Character Education</b>              | P     | 9-12 | Year long | School Counselors, Administrators, teachers, all staff |
| <b>College Rep Visits</b>               | A,C   | 9-12 | Year long | Counselors, College Personnel                          |
| <b>CMEDX</b>                            | A,C,P | 12   | Year Long | School Counselors, Hospital Staff                      |

|  |       |      |           |   |
|--|-------|------|-----------|---|
| <b>CSE/504 Meetings</b>                            | A,C,P | 9-12 | Year Long | School Counselors, School Psychologists, School Social Worker, Teachers                 |
| <b>SOP (IEP Senior Exit Summary)</b>               | A,C,P | 12   | Year Long | School Counselors   |
| <b>IEP Counseling</b>                              | A,C,P | 9-12 | Year Long | School Counselors, School Psychologists, School Social Worker                           |
| <b>Senior Monitoring</b>                           | A,C,P | 12   | As Needed | School Counselors, School Social Workers, School Psychologist, Administrators, Teachers |
| <b>College Applications/FA Assist (Individual)</b> | A,C   | 12   | As Needed | School Counselors   |
| <b>AIS Identification</b>                          | A     | 9-12 | As Needed | School Counselors   |
| <b>Attendance Issues/PINS</b>                      | A,C,P | 9-12 | As Needed | School Counselors, Social Worker, Nurse, Administration                                 |
| <b>Grade Issues</b>                                | A,C,P | 9-12 | As Needed | School Counselors, School Psychologists, School Social Worker, Administrators           |
| <b>GED/CEL Referrals</b>                           | A,C,P | 9-12 | As Needed | School Counselors, Administrators   |
| <b>APEX/Credit Recovery Referrals</b>              | A,C,P | 9-12 | As Needed | School Staff  |

|                                     |       |       |           |   |
|-------------------------------------|-------|-------|-----------|---|
| <b>Vocational Assessments</b>       | A,C   | 10-11 | As Needed | School Counselors, FLTCC Staff  |
| <b>Schedule Adjustments</b>         | A,C,P | 9-12  | As Needed | School Counselors   |
| <b>Master Schedule Consultation</b> | A     | 9-12  | As Needed | School Counselors, Administrators   |
| <b>Staffings</b>                    | A,C,P | 9-12  | As Needed | School Counselors, School Psychologists, School Social Worker, Administrators |
| <b>NCAA Eligibility</b>             | A,C,P | 12    | As Needed | School Counselors   |
| <b>New Student Registration</b>     | A,C,P | 9-12  | As Needed | School Counselors   |
| <b>Community Agency Referrals</b>   | A,C,P | 9-12  | As Needed | School Counselors, School Psychologists, School Social Worker, Administrators |
| <b>Crisis Intervention</b>          | A,C,P | 9-12  | As Needed | School Counselors, School Social Workers, Psychologists, Administrators       |

## **School Counseling Curriculum High School**

### **8<sup>th</sup> Grade**

#### 8<sup>th</sup> Grade Scheduling Night

Held in January prior to students entering 9<sup>th</sup> grade. Topics related to transitioning to 9<sup>th</sup> grade are discussed, including student supports, student goals, extra-curricular activities, graduation requirements, elective courses, technical programs, and the scheduling process.

#### 8<sup>th</sup> Grade Scheduling/Classroom

Presentation is given in 8<sup>th</sup> grade English classes near the end of January to make schedules, fill out four year plans, and discuss the transition to the high school. This presentation takes the whole period.

### **9<sup>th</sup> Grade**

#### 9<sup>th</sup> Grade Student/Parent Orientation

Held the week before school begins in late August/early September. Topics discussed include how to be successful in the high school, the benefits of passing 9<sup>th</sup> grade, student assistance and supports, exploring opportunities, and a schedule overview. Locker numbers and combinations are passed out and parents and students go on a self-guided tour of the building.

#### Finger Lakes Works With Their Hands

Skilled Trades and Advanced Manufacturing career awareness event available to all students. More than 35 businesses, trade unions, colleges, and organizations provide hands-on demonstrations and activities for students. Tracey McMath takes a bus of students in October.

#### 9<sup>th</sup> Grade Interviews

In the early fall, counselors begin meeting with each freshman student individually to conduct an 'interview' as a chance to make introductions and get to know each student.

#### Individual Course/Vocational Planning

Beginning in January, individual meetings are arranged with every student to discuss individual, academic, and career goals, review four year plans, and create the following year's course schedule.

#### Allied Health Career Day

Career exploration event offered to 9<sup>th</sup> and 10<sup>th</sup> graders who are interested in learning more about the field of healthcare. Students attend classroom presentations regarding healthcare careers and talk with exhibitors at the career fair.

### Summer School Signups

Once final grades are calculated in late June, any student who failed a course or exam receives a letter with information regarding summer school. Students then have the opportunity to register for summer school or a summer exam.

### Health Class Curriculum

Generally, all 9<sup>th</sup> graders are required to take Health class. Topics covered include mental health, fitness, CPR, first aid, cardiovascular disease, cancer, nutrition, substance abuse, and growth, development, and family life.

### Character Education

School wide program to build character through everyday contacts with students.

### College Rep Visits

Throughout the fall, college representatives visit our school to meet with students. Students have the opportunity to sign up in the Pupil Support Office.

### CHOICES

Online tool utilized with students to explore careers, colleges, and scholarships. Log-in information can be accessed in the Pupil Support Office or on the website.

### CSE/504 Meetings

504 meetings are generally held in the beginning of the year to review students' 504 plans with their parents and teachers. CSE meetings are held throughout the year as needed. Counselors attend all meetings and bring grading, scheduling, and attendance information and ensure students are scheduled in the appropriate courses.

### IEP Counseling

Provide mandated counseling as needed based on a student's IEP.

### AIS Identification

Students are identified for AIS services, in conjunction with the Learning Center, based on their 8<sup>th</sup> grade ELA/Math scores, as well as any Regents or RCT exams that were taken. This is done during the summer, as well as in January.

### Attendance Issues/PINS

Monitor student attendance, and make a PINS or hotline referral as needed.

### Grade Issues/Eligibility

Monitor student grades and speak with students and/or parents regarding academic issues throughout the school year. Set up and facilitate parent-teacher meetings as needed.

### GED/CEL Referrals

Identify and refer students to the GED program and Center for Experiential Learning (CEL) throughout the year, as needed.

### Schedule Adjustments

Facilitate schedule changes, as needed throughout the school year. Students are required to fill out a drop/add form and obtain signatures from their parents, teachers, counselor, and principal before a change can be made.

### Master Schedule Consultation

In the spring, help make adjustments to the master schedule for the following school year, in conjunction with the principal.

### Staffings

Schedule and facilitate meetings with parents and teachers of students throughout the school year, as needed. Staffings are done as a last resort after previous attempts at resolving the conflict have failed. No staffings during critical grading periods, if possible.

### New Student Registration

Register and enroll new students throughout the school year, as needed. Review past records, create a schedule in conjunction with the student and/or parent, create a four year plan, and discuss career and vocational interests.

### APEX/Credit Recovery

Identify and refer students to the APEX computer program throughout the school year, as needed.

### Community Agency Referrals

Refer students and parents to outside community agencies throughout the school year, as needed.

### Crisis Intervention

Participate in the district crisis intervention team, and assist students with working through various crises throughout the school year, as needed.

### Exploring Program

A survey is given to all students, and based on their career interests, they will receive information regarding job exploration opportunities. Exploring's purpose is to provide experiences to students to help them mature and prepare them to become responsible and caring adults. Opportunities are posted outside of the Pupil Support Office. Students can contact Matthew Graney if they are interested.

## **10<sup>th</sup> Grade**

### Finger Lakes Works With Their Hands

Skilled Trades and Advanced Manufacturing career awareness event available to all students. More than 35 businesses, trade unions, colleges, and organizations provide hands-on demonstrations and activities for students. Tracey McMath takes a bus of students in October.

### PSAT

Preliminary Scholastic Aptitude Test offered to 10<sup>th</sup> grade English Honors students and all 11<sup>th</sup> graders. Students are required to sign up in advance in the Pupil Support Office. The test is given in October on a Wednesday due to a cheaper rate; not Saturday. Results are reviewed with students in small groups in December using a PowerPoint presentation. Mail test modification letters to classified students prior to the test.

### Resumes

Some English teachers are doing a resume unit, but not all, so handing out a blank resume form to be completed and returned to teachers in 10 Honors, 11<sup>th</sup>, and 12<sup>th</sup> grade English classes. Encourage students to type them and get involved in things!

### HOBY

Hugh O'Brian Youth Leadership Programs are conducted annually throughout the United States. They provide youth selected by their schools to participate in unique leadership training, service-learning and motivation-building experiences. Two students are given the opportunity to attend HOBY each year (held in June). Midlakes pays for the first student to attend (\$150) and the second student is responsible for their own costs (\$350). The application can be accessed through HOBY's website: [www.hoby.org](http://www.hoby.org).

### BOCES Presentation/Visit

In December, FLTCC staff visit 10<sup>th</sup> grade Social Studies classrooms to provide information regarding the technical programs available to students. Remind Social Studies teachers in October of the December presentation date. In February, a field trip is scheduled for interested students to visit two programs of their choosing.

### Individual Course/Vocational Planning

Beginning in January, individual meetings are arranged with every student to discuss individual, academic, and career goals, review four year plans, and create the following year's course schedule.

### Allied Health Career Day

Career exploration event offered to 9<sup>th</sup> and 10<sup>th</sup> graders who are interested in learning more about the field of healthcare. Students attend classroom presentations regarding healthcare careers and talk with exhibitors at the career fair.

### Search for a College Night

An evening program held in March (in the chorus room) for 10<sup>th</sup> grade and 11<sup>th</sup> grade students. Topics discussed include taking standardized tests, the importance of resumes, utilizing assessment tools, searching for colleges, visiting colleges, the college application process, and financial aid.

### Summer School Signups

Once final grades are calculated in late June, any student who failed a course or exam receives a letter with information regarding summer school. Students then have the opportunity to register for summer school or a summer exam.

### CHOICES

Online tool utilized with students to explore careers, colleges, and scholarships. Log-in information can be accessed in the Pupil Support Office or on the website.

### Character Education

School wide program to build character through everyday contacts with students.

### College Representative Visits

Throughout the fall, college representatives and admissions counselors visit to meet with interested students. Students have the opportunity to sign up in the Pupil Support Office. All visits are announced and posted outside of the door in the Pupil Support Office, as well as on the website.

### CSE/504 Meetings

504 meetings are generally held in the beginning of the year to review students' 504 plans with their parents and teachers. CSE meetings are held throughout the year as needed. Counselors attend all meetings and bring grading, scheduling, and attendance information and ensure students are scheduled in the appropriate courses.

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Provide mandated counseling as needed based on a student's IEP.

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### Grade Issues/Eligibility

Monitor student grades and speak with students and/or parents regarding academic

issues throughout the school year. Set up and facilitate parent-teacher meetings as needed.

#### GED/CEL Referrals

Identify and refer students to the GED program and Center for Experiential Learning (CEL) throughout the year as, needed.

#### Vocational Assessments

Identify students and complete assessment paperwork for vocational placements, as needed.

#### Schedule Adjustments

Facilitate schedule changes, as needed throughout the school year. Students are required to fill out a drop/add form and obtain signatures from their parents, teachers, counselor, and principal before a change can be made.

#### Master Schedule Consultation

In the spring, help make adjustments to the master schedule for the following school year, in conjunction with the principal.

#### Staffings

Schedule and facilitate meetings with parents and teachers of students throughout the school year, as needed. Staffings are done as a last resort after previous attempts at resolving the conflict have failed. No staffings during critical grading periods, if possible.

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Register and enroll new students throughout the school year, as needed. Review past records, create a schedule in conjunction with the student and/or parent, create a four year plan, and discuss career and vocational interests.

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## Exploring Program

A survey is given to all students, and based on their career interests, they will receive information regarding job exploration opportunities. Exploring's purpose is to provide experiences to students to help them mature and prepare them to become responsible and caring adults. Opportunities are posted outside of the Pupil Support Office. Students can contact Matthew Graney if they are interested.

## **11<sup>th</sup> Grade**

### Junior Timeline Mailing

Letters mailed to all parents of juniors (mailings to custodial and non-custodial parents) outlining the events and dates for the entire junior year. (RAC, college fairs, PSAT, ASVAB, SAT, ACT, college visits... mail well before the RAC visit).

### Junior Class Presentation – College Readiness 1

Quick overview of junior year, handouts for RAC, PSAT, PSAT Booklets, ASVAB, college fairs and visits, resume forms, and junior reference sheet. (Done before RAC). Separate presentation done for self-contained 11<sup>th</sup> and 12<sup>th</sup> grade classes.

### RAC Visit

11 Rochester area colleges visit during the last period of the day. All juniors are invited down the first 20 minutes, and seniors the last 20 minutes. All students are given a list of the colleges and questions to ask to help prepare them prior to the visit.

### Resumes

Some English teachers are doing a resume unit, but not all, so handing out a blank resume form to be completed and returned to teachers in 10 Honors, 11<sup>th</sup>, and 12<sup>th</sup> grade English classes. Encourage students to type them and get involved in things!

### Junior Class Presentation – College Readiness 2

Hand out the College workbook for juniors and seniors. Review CHOICES program. Salary/Education charts, ASVAB, PSAT results, overview of book, especially visiting, SATs, mention dates for SAT review classes (but go back into Social Studies classes), Financial Aid Night, Search for a College Night, and Rochester National College Fair.

### PSAT

Preliminary Scholastic Aptitude Test offered to 10<sup>th</sup> grade English Honors students and all 11<sup>th</sup> graders. Students are required to sign up in advance in the Pupil Support Office. The test is given in October on a Wednesday due to a cheaper rate; not Saturday. Results are reviewed with students in small groups in December using a PowerPoint presentation. Mail test modification letters to classified students prior to the test.

### ASVAB

Military exam given to interested 11<sup>th</sup> and 12<sup>th</sup> graders in November. Go over results and complete interest inventory in December. Great interest and career exploration tool for all students. Students can sign up in the Pupil Support Office.

### Financial Aid Presentation

Evening program for 11<sup>th</sup> and 12<sup>th</sup> graders and parents to go over the financial aid process. Bring in financial aid presenter from an area college. Held in the chorus room in early December.

### Exploring Program

A survey is given to all students, and based on their career interests, they will receive information regarding job exploration opportunities. Exploring's purpose is to provide experiences to students to help them mature and prepare them to become responsible and caring adults. Opportunities are posted outside of the Pupil Support Office. Students can contact Matthew Graney if they are interested.

### Finger Lakes Works With Their Hands

Skilled Trades and Advanced Manufacturing career awareness event available to all students. More than 35 businesses, trade unions, colleges, and organizations provide hands-on demonstrations and activities for students. Tracey McMath takes a bus of students in October.

### Junior Scholarship Selection

Utilize student resumes and survey students for college and major interests to match up to Junior awards.

### Individual Course/Vocational Planning

Beginning in January, individual meetings are arranged with every student to discuss individual, academic, and career goals, review four year plans, and create the following year's course schedule.

### Standardized Testing Presentation

Review SAT/ACT test dates (handouts), offer review class information, and encourage students to sign up. Presentations are held in the spring in all 11<sup>th</sup> grade US History classes.

### Search for a College Night

An evening program held in March (in the chorus room) for 10<sup>th</sup> grade and 11<sup>th</sup> grade students. Topics discussed include taking standardized tests, the importance of resumes, utilizing assessment tools, searching for colleges, visiting colleges, the college application process, and financial aid.

### CHOICES

Online tool utilized with students to explore careers, colleges, and scholarships. Log-in information can be accessed in the Pupil Support Office or on the website.

### Posting of Scholarship Opportunities

Announce and post all scholarship opportunities in the Pupil Support Office and on the website.

### Rochester National College Fair

Interested juniors sign up in the Pupil Support Office. Take a bus to the college fair held in downtown Rochester. Students are required to register and print out their admission ticket prior to the fair.

### National Honor Society

Counselors assist in the selection process by providing grading, attendance, and disciplinary information.

### Boys State/Girls State

Counselors assist in the nomination process and provide information to the students. Usually the top five boys attend, and top four or five girls compete for one spot via an interview process. (See file and website: [boysandgirlsstate.org](http://boysandgirlsstate.org)).

### Summer School Signups

Once final grades are calculated in late June, any student who failed a course or exam receives a letter with information regarding summer school. Students then have the opportunity to register for summer school or a summer exam.

### Character Education

School wide program to build character through everyday contacts with students.

### College Representative Visits

Throughout the fall, college representatives and admissions counselors visit to meet with interested students. Students have the opportunity to sign up in the Pupil Support Office. All visits are announced and posted outside of the door in the Pupil Support Office, as well as on the website.

### Career Speakers

Throughout the school year, individuals in a wide variety of careers speak to interested students.

### CSE/504 Meetings

504 meetings are generally held in the beginning of the year to review students' 504 plans with their parents and teachers. CSE meetings are held throughout the year as needed. Counselors attend all meetings and bring grading, scheduling, and attendance information and ensure students are scheduled in the appropriate courses.

### IEP Counseling

Provide mandated counseling as needed based on a student's IEP.

### AIS Identification

Students are identified for AIS services, in conjunction with the Learning Center, based on their 8<sup>th</sup> grade ELA/Math scores, as well as any Regents or RCT exams that were taken. This is done during the summer, as well as in January.

### Attendance Issues/PINS

Monitor student attendance, and make a PINS or hotline referral as needed.

### Grade Issues/ Eligibility

Monitor student grades and speak with students and/or parents regarding academic issues throughout the school year. Set up and facilitate parent-teacher meetings as needed.

### GED/CEL Referrals

Identify and refer students to the GED program and Center for Experiential Learning (CEL) throughout the year, as needed.

### APEX/Credit Recovery

Identify and refer students to the APEX computer program throughout the school year, as needed.

### Vocational Assessments

Identify students and complete assessment paperwork for vocational placements, as needed.

### Schedule Adjustments

Facilitate schedule changes, as needed throughout the school year. Students are required to fill out a drop/add form and obtain signatures from their parents, teachers, counselor, and principal before a change can be made.

### Master Schedule Consultation

In the spring, help make adjustments to the master schedule for the following school year, in conjunction with the principal.

### Staffings

Schedule and facilitate meetings with parents and teachers of students throughout the school year, as needed. Staffings are done as a last resort after previous attempts at resolving the conflict have failed. No staffings during critical grading periods, if possible.

### New Student Registration

Register and enroll new students throughout the school year, as needed. Review past records, create a schedule in conjunction with the student and/or parent, create a four year plan, and discuss career and vocational interests.

### Community Agency Referrals

Refer students and parents to outside community agencies throughout the school year, as needed.

### Crisis Intervention

Participate in the district crisis intervention team, and assist students with working through various crises throughout the school year, as needed.

## **12<sup>th</sup> Grade**

### Senior Timeline Mailing

Letters mailed to all senior parents (mailings to custodial and non-custodial parents) outlining the events and dates for the entire senior year. (RAC, college fairs, ASVAB, SAT, ACT, college visits, application and financial aid process, senior reference sheets, helpful websites, etc.)

### Senior College Application Presentation

Classroom presentation on applying to colleges: handouts include RAC, ASVAB, SAT/ACT, senior reference sheet, CHOICES, SUNY SOAR, and blank resume forms.

### SAT/ACT

Hand out information regarding testing dates, announce and post on the website. Mail test modification letters home to students who are classified.

### RAC Visit

11 Rochester area colleges visit during the last period of the day. All juniors are invited down the first 20 minutes, and seniors the last 20 minutes. All students are given a list of the colleges and questions to ask to help prepare them prior to the visit.

### College Representative Visits

Throughout the fall, college representatives and admissions counselors visit to meet with interested students. Students have the opportunity to sign up in the Pupil Support Office. All visits are announced and posted outside of the door in the Pupil Support Office, as well as on the website.

### Senior Interviews

Beginning in September, individual meetings are arranged with seniors to review graduation requirements and college and career plans. A copy is mailed home to parents in October with letter, graduation requirements, and financial aid flyer.

### CHOICES

Online tool utilized with students to explore careers, colleges, and scholarships. Log-in information can be accessed in the Pupil Support Office or on the website.

### Resumes

Some English teachers are doing a resume unit, but not all, so handing out a blank resume form to be completed and returned to teachers in 10 Honors, 11<sup>th</sup>, and 12<sup>th</sup> grade English classes. Encourage students to type them and get involved in things!

### Letters of Recommendation

Utilize resumes and write recommendations for students, as needed.

### Posting of Scholarship Opportunities

Announce and post all scholarship opportunities in the Pupil Support Office and on the website.

### Finger Lakes Works With Their Hands

Skilled Trades and Advanced Manufacturing career awareness event available to all students. More than 35 businesses, trade unions, colleges, and organizations provide hands-on demonstrations and activities for students. Tracey McMath takes a bus of students in October.

### Exploring Program

A survey is given to all students, and based on their career interests, they will receive information regarding job exploration opportunities. Exploring's purpose is to provide experiences to students to help them mature and prepare them to become responsible and caring adults. Opportunities are posted outside of the Pupil Support Office. Students can contact Matthew Graney if they are interested.

### Career Speakers

Throughout the school year, individuals in a wide variety of careers speak to interested students.

### CMEDX

Clifton Springs Medical Exploration program for seniors interested in medical careers. Share information with students, schedule and facilitate meetings in conjunction with Gail Conners from Clifton Springs Hospital. Students choose areas of interest and participate in 14 biweekly rotations from October through April. Shirts are purchased for all students through Arcadia Sports in Newark.

### College Application Workshops

Individual meetings with seniors needing help on college applications.

### ACCES-VR Presentations/ Referrals

Identify students and mail letters home to all potentially eligible students. Arrange presentation with ACCES-VR counselor annually (usually held in November).

### ASVAB

Military exam given to interested juniors and seniors. Go over results and complete interest inventory. Great interest and career exploration tool for all students.

### Financial Aid Night

Evening program for 11<sup>th</sup> and 12<sup>th</sup> graders and parents to go over the financial aid process. Bring in financial aid presenter from an area college. Held in the chorus room in early December.

### College Panel

Invite previous graduates back for college panel for current seniors to discuss and field questions about transitioning to college. Order pizza and soda.....invite for lunch in the chorus room. Email flyers to English teachers to announce in class.

### Senior Surveys

Given in class the first week of May. Survey all seniors of post-graduation plans. Create the "Tassle's Worth the Hassle" list, and calculate Regents with Honor Diploma candidates.

### Senior Scholarship Selection

Assist committee with scholarship selections. Bring charts, grades, and resumes to the meeting (held in May).

### Summer School Signups

Once final grades are calculated in late June, any student who failed a course or exam receives a letter with information regarding summer school. Students then have the opportunity to register for summer school or a summer exam.

### Character Education

School wide program to build character through everyday contacts with students.

### CSE/504 Meetings

504 meetings are generally held in the beginning of the year to review students' 504 plans with their parents and teachers. CSE meetings are held throughout the year as needed. Counselors attend all meetings and bring grading, scheduling, and attendance information and ensure students are scheduled in the appropriate courses.

### Senior Exit Surveys (SOP)

Complete for all seniors with an IEP before they exit high school (during the final CSE meeting; see survey).

### IEP Counseling

Provide mandated counseling as needed based on a student's IEP.

### Senior Monitoring

Monitoring of senior grades, which can include phone calls home, meetings with students, and giving lists to the principal.

### College Application/ Financial Aid Assistance

Meet with all students as needed (in addition to evening programs).

### AIS Identification

Students are identified for AIS services, in conjunction with the Learning Center, based on their 8<sup>th</sup> grade ELA/Math scores, as well as any Regents or RCT exams that were taken. This is done during the summer, as well as in January.

### Attendance Issues/PINS

Monitor student attendance, and make a PINS or hotline referral as needed.

### Grade Issues/Eligibility

Monitor student grades and speak with students and/or parents regarding academic issues throughout the school year. Set up and facilitate parent-teacher meetings as needed.

### GED/CEL Referrals

Identify and refer students to the GED program and Center for Experiential Learning (CEL) throughout the year, as needed.

### APEX/Credit Recovery

Identify and refer students to the APEX computer program throughout the school year, as needed.

### Schedule Adjustments

Facilitate schedule changes, as needed throughout the school year. Students are required to fill out a drop/add form and obtain signatures from their parents, teachers, counselor, and principal before a change can be made.

### Master Schedule Consultation

In the spring, help make adjustments to the master schedule for the following school year, in conjunction with the principal.

### Staffings

Schedule and facilitate meetings with parents and teachers of students throughout the school year, as needed. Staffings are done as a last resort after previous attempts at resolving the conflict have failed. No staffings during critical grading periods, if possible.

### NCAA Eligibility

Assist students with the eligibility process as needed and update course offerings.

### New Student Registration

Register and enroll new students throughout the school year, as needed. Review past records, create a schedule in conjunction with the student and/or parent, create a four year plan, and discuss career and vocational interests.

### Community Agency Referrals

Refer students and parents to outside community agencies throughout the school year, as needed.

### Crisis Intervention

Participate in the district crisis intervention team, and assist students with working through various crises throughout the school year, as needed.