



Jericho School District
K-12 Comprehensive School Counseling Curriculum

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School Counseling Staff

Curriculum Associate for School Counseling

Mr. Gregory Sloan Curriculum Associate for School Counseling

Jericho High School (Grades 9-12)

Mr. Kyle Cotter School Counselor

Ms. Jenna Dell'Amore School Counselor

Ms. Sari Geringer School Counselor

Ms. Eve Mangibin School Counselor

Ms. Alana Mercante School Counselor

Mr. Jason Rubinstein School Counselor

Mr. Di Wu School Counselor

Mr. Ray Velez Social Worker

Dr. Wendi Goldstein Psychologist

Dr. Danielle Smith Psychologist

Ms. Gianna Pellegrini Secretary

Jericho Middle School (Grades 6-8)

Ms. Meredith Pollack-Richman School Counselor

Ms. Megan Murray School Counselor

Ms. Kerri Schmitt School Counselor

Ms. Aisha Breland-Henry Social Worker

Ms. Allison Brush Psychologist

Ms. Jackie Caputo Secretary

Jericho Elementary Schools (Grades K-5)

Ms. Jasmine Wang School Counselor

Dr. Elyssa Crimeni Psychologist, Robert Seaman Elementary School

Dr. Jaimie Eiseman Psychologist, Cantiague Elementary School

Dr. Stacy Schwartz Psychologist, George Jackson Elementary School

Mission Statement

The Jericho Public School District is committed to nurturing the individual capabilities and unique talents of all members of the educational community. Jericho dedicates itself to promoting varieties of excellence, instilling pride in personal and group achievement, creating a strong sense of social responsibility, providing experiences that develop self-esteem, building a caring community within its schools, encouraging creativity and critical thinking, developing effective communication skills, and fostering a lifelong love of learning.

The Counseling Department is committed to success for every student. Counseling services are designed to promote the behaviors, skills and mindsets that allow for emotional and social success in academic and post-secondary pursuits. We work to actively develop coping strategies and compensatory skills, allay stress through department-based initiatives (small group and individual meetings), cultivate empathy and compassionately embrace the evolving multicultural setting in which we live. Counselors actively engage with students, families, educators and the community to provide each student with support and resources to meet his or her unique needs.

The following *Jericho Comprehensive School Counseling Curriculum* sets forth a framework to ensure each school in the Jericho School District implements a school counseling program that meets the needs of the entire student body and that is consistent with the Commissioner's Regulation (CR 100.2), as communicated by the New York State Education Department, Division of Student Development and Family Support Services.

New York State School Counseling Requirements

General Guidelines for Guidance (Section 100.2)¹

Guidance programs and comprehensive developmental school counseling/guidance programs.

Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the commissioner's regulations.

¹ Source:

[https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?transitionType=Default&contextData=(sc.Default))

(i) For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (program) shall include the following activities or services:

(a) in grades kindergarten through 5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports;

(b) for students in grades 6 through 12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City

School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Learning Standards for Career Development and Occupational Studies²

The Learning Standards for Career Development and Occupational Studies (CDOS) include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.

- Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

² Source:

<https://www.nysed.gov/curriculum-instruction/career-development-and-occupational-studies-cdos-standards>

Jericho School Counseling

The school counselors at Jericho are proactive in their approach. Counselors are adept at seeing the unique needs of each student as well as addressing the broader need for a nurturing and supportive school culture. Our counselors use the most effective techniques based on the situation, the individuals involved and the parameters that exist. With our position comes great accountability and responsibility. The effect of a strong counseling program can be felt in every aspect of the community and the school system.

Our curriculum is diverse and widespread. Our conversations are broader and more holistic than those of the guidance counselors from 30 to 40 years ago. The issues our families face today are more demanding and far reaching. Counselors interact more with state and local agencies, colleagues, families, and children more than ever before. We work with other professionals and families on “real life” issues and choices. Our curriculum involves developing coping skills, emotional stability, self-confidence, empathy, social skill development, career development and independence in our students. As counselors, we have worked with families and students on issues of academic achievement, bereavement, crisis intervention, career exploration, scheduling, self-esteem, and effective decision making. We are guided by a set of principles, ethical practices and professional guidelines that meet and surpass national and state standards established by our professional organizations.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive developmental program that focuses on academic, career and personal/social development for every K-12 student. The Jericho School Counseling Department strives to meet these recommendations and to provide research-based services in order to better serve our community.

Comprehensive School Counseling Curriculum

Consistent with the ASCA’s National Model³, the *Jericho Comprehensive School Counseling Curriculum* consists of a “planned, written instructional program that is comprehensive in scope,

³ ASCA National Model (2023). Alexandria, VA: American School Counselor Association; or visit:

<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>

preventive in nature and developmental in design”. This curriculum includes objectives, activities, program development and maintenance planning, professional development planning, evaluation methods to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

Our program includes all K-12 students and guides the delivery services, activities and resources that are aligned with the visions, mission and goals of the Counseling Department and the Jericho School District. Activities and services are designed to ensure students are prepared to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success. We seek to promote the behaviors, skills and mindsets appropriate to student developmental levels and consistent with the three content areas designated by ASCA; academic achievement, college & career development and personal/social growth.

ASCA Student Mindsets and Behaviors

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work, and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities, and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the *Jericho Comprehensive School Counseling Curriculum* and align with the Jericho’s academic mission.

Counselor Competencies and Ethics

The counseling staff understands and promotes the importance of professional development. Activities such as membership in professional organizations help provide the counselors with new and innovative ways to continuously evaluate and improve the activities and services we

offer. The Jericho school counselor will reference the ASCA School Counselor Competencies (2022) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school services.

The Jericho school counselor will reference BOE Policy 6110: Code of Ethics for BOE and the ASCA Ethical Standards for School Counselors (2022) for specific ethical behaviors necessary to maintain the highest standard of integrity, leadership and professionalism. These standards will be regularly reviewed and applied.

Activities & Services

Jericho schools recognize that counseling programs are an integral part of the total instructional program for all students in all grade levels. With this in mind, all students in grades kindergarten through grade 12 have access to a certified school counselor. The *Jericho Comprehensive School Counseling Curriculum* program goals for K-12 include:

- Preparing students to participate effectively in their current and future educational programs
- Educating and supporting students on social and emotional issues, well-being and personal safety
- Encouraging parental involvement in their child's education
- Helping students who exhibit attendance, academic, behavioral or adjustment problems
- Incorporating a developmentally appropriate academic, career and college-ready curriculum

Within the curriculum, counselors utilize a variety of activities to meet the needs of our students. Our services include, but are not limited to:

- Individual Student Planning – Review of student's records, social/emotional development, academic skills, and college/career readiness.
- Transitions – Assist students new to the district and those who are transitioning from one school to another.
- Responsive Services – Available to address the immediate needs and concerns of students. These services are designed to help resolve academic, career and personal/social issues. Activities include counseling and crisis response.
- Indirect Student Services – Counselors work with stakeholders including, parents, teachers, administrators, school staff and the local community in order to promote student achievement for a specific student or promote systemic change to address the needs of

students. Activities include referrals, consultations, collaboration with stakeholders, committees and parent workshops.

- Student Intervention – Interventions are utilized when a student has attendance, behavioral, home or academic problems. These can include interventions within the school or a referral to outside agencies. In-school interventions may consist of crisis counseling, individual counseling and referral to the student review team, school psychologist/social worker or a referral to the Committee for Special Education, if needed.
- Career Development & Occupational Studies – Students will develop an awareness of the world of work, explore career options and related personal skills, and develop aptitudes and abilities to make future career decisions. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Services are utilized based on the specific needs of each student. Please see Appendix A for a detailed list of activities by grade level with the specific objectives and evaluation methods for each service.

Elementary: Grades K-5

The counseling curriculum is incorporated into the elementary curriculum for grades K-5 through the school counselor, classroom teachers, principals, specialists and psychologists to aid students in developing the skills and mindsets that lead to social, emotional and academic success. Direct and indirect student services are provided to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation and referrals.

Middle School: Grades 6-8

Jericho Middle School is an educational community in which we promote the social, emotional and intellectual growth of our students. Our focus is to provide a school setting that is responsive to their educational and developmental needs.

The curriculum for middle school addresses the various transitional concerns that occur during this stage of students' academic career and development. Middle school students are moving developmentally from the dependency of the elementary years to a more autonomous functioning, with the latter being imperative in preparation for the upcoming high school years. Middle school counselors work with students, families and school personnel to address the varied issues of the middle school experience. They are instrumental in helping direct the

students toward the development and achievement of greater self-esteem, positive decision-making skills, social awareness, and educational/career goals.

Students in grades six through eight have access to a certified school counselor. School counselors provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For students with disabilities, the plan shall be consistent with the student's individualized education program.

High School: Grades 9-12

Jericho High School, a National School of Excellence, seeks to provide students with the foundation for their future. From academics and extracurriculars to personal support, we pride ourselves on offering a complete program to prepare our students intellectually, socially, and emotionally for the world ahead. The full scope of the annual progress review includes review of a student's records, social/emotional development, academic skills, and college/career readiness. Topics included or emphasized will vary depending on the developmental stage and individual needs of each student. The review will include, but is not limited to, a review of the student record, academic skills, college and career-readiness, social/emotional development, and along with any necessary follow-up.

Summary of Services & Activities

The following is a summary of school counseling activities organized by grade. Please note that activities may vary by school or grade. Activities will be implemented in a way that is consistent with the developmental age and abilities of the students and in a manner that is consistent with the vision and mission of the Jericho Public School District.

#	Program Activity/Service *	Grade Level												Tier (1, 2, 3)	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Whole Child Activities															
1	New Student Screening	x	x	x	x	x	x	x	x	x	x	x	x	x	1
2	New Student Orientation	x	x	x	x	x	x	x	x	x	x	x	x	x	1
3	Back to School Night	x	x	x	x	x	x	x	x	x	x	x	x	x	1
4	CSE Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	3
5	504 Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	3
6	Child Study Team (CST) Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2, 3
7	Special Education/504 Advocacy	x	x	x	x	x	x	x	x	x	x	x	x	x	3
8	Child Protective Services Referrals	x	x	x	x	x	x	x	x	x	x	x	x	x	2, 3
9	Parent Teacher Conferences	x	x	x	x	x	x	x	x	x	x	x	x	x	1
10	Referral Services	x	x	x	x	x	x	x	x	x	x	x	x	x	2, 3
11	School Transition Orientation	x								x					1
12	Counselors Articulation Meeting						x				x				1
13	Individual Progress Review								x	x	x	x	x	x	1
14	Parent Questionnaire - Post-Secondary Goals											x			2, 3
15	Senior Year Planning Conferences												x		1
16	Restorative Practices											x	x	x	1
17	Evening Counseling Sessions											x	x	x	1
18	ELL Support	x	x	x	x	x	x	x	x	x	x	x	x	x	1
19	Student Support Groups	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2, 3
20	Counseling Center Materials, Presentations & Resources	x	x	x	x	x	x	x	x	x	x	x	x	x	1
21	Counseling Center Newsletter	x	x	x	x	x	x	x	x	x	x	x	x	x	1
22	Website	x	x	x	x	x	x	x	x	x	x	x	x	x	1
23	Comprehensive School Counseling Curriculum	x	x	x	x	x	x	x	x	x	x	x	x	x	1
24	Advisory Council	x	x	x	x	x	x	x	x	x	x	x	x	x	1

#	Program Activity/Service *	Grade Level												Tier (1, 2, 3)	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Whole Child Activities cont.															
25	Monthly Department Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	1
26	Professional Development	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2, 3
Academic Achievement															
27	Student Attendance Monitoring	x	x	x	x	x	x	x	x	x	x	x	x	x	1
28	School Transcript Record Keeping	x	x	x	x	x	x	x	x	x	x	x	x	x	1
29	Course Selection/Academic Advisement							x	x	x	x	x	x	x	1
30	Individual Assessment & Intervention for Students	x	x	x	x	x	x	x	x	x	x	x	x	x	2, 3
31	Academic Intervention Services (AIS)	x	x	x	x	x	x	x	x	x	x	x	x	x	2
32	Home Instruction Services	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2, 3
College & Career Development															
33	Career Awareness & Development	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2
34	Career Exploration Utilizing Naviance							x	x	x		x			1
35	Career Advisement & Assessment									x	x	x	x		1, 2
36	Naviance - Do What You Are & Resume Builder Workshop										x				1
37	Letters of Recommendation: Summer programs, employment,										x	x	x	x	1, 2
38	Update Career/Interest Inventories for Accuracy											x	x	x	2
39	Individual College Visits												x	x	1
40	Post-Secondary Parent/Student Counseling												x	x	1
41	Student/Parent College Night										x	x	x	x	1
42	NCAA Eligibility Advising										x	x	x	x	1
43	BOCES/Technical Education												x	x	2
44	Financial Aid Night												x	x	1
45	Letters of Recommendation: Post-Secondary													x	1
46	Scholarship Committee													x	2

#	Program Activity/Service *	Grade Level												Tier (1, 2, 3)	
		K	1	2	3	4	5	6	7	8	9	10	11		12
Social and Emotional Growth															
47	Individual Counseling Services	x	x	x	x	x	x	x	x	x	x	x	x	x	2, 3
48	Group Counseling Services	x	x	x	x	x	x	x	x	x	x	x	x	x	2
49	Digital Citizenship	x	x	x	x	x	x	x	x	x	x	x	x	x	1
50	Collaborate with teachers on behavioral issues	x	x	x	x	x	x	x	x	x	x	x	x	x	1, 2, 3
51	SEL Classroom Lessons	x	x	x	x	x	x								1
52	Responsive Classrooms	x	x	x	x	x	x								1
53	Connected & Respected Lessons	x	x	x	x	x	x								1
54	Random Acts of Kindness	x	x	x	x	x	x								1
55	Zones of Regulation (Self Regulation Skills)	x	x	x	x	x	x								1
56	You Matter Week (Self-Esteem & Respect Skills)	x	x	x	x	x	x								1
57	Start with Hello (Social Skills & Inclusion)	x	x	x	x	x	x								1
58	International Day of Peace	x	x	x	x	x	x								1
59	School-Wide Peaceful Breathing (Self-Regulation Skills)	x	x	x	x	x	x								1
60	Yoga Recess	x	x	x	x	x	x								1
61	Mind Up Classroom Lessons (SEL Development)	x	x												1
62	Second Step Classroom Lessons (SEL Development)				x										1
63	Anti-Bullying Prevention					x	x	x	x	x					1
64	Student Leadership Groups						x	x	x	x					1
65	Career Exploration Utilizing Naviance							x	x	x					2
66	Suicide Prevention/Threat Assessment/FBA/BIP							x	x	x					3
67	Mix it Up Day							x	x	x					1
68	New Student Ambassador Group							x	x	x	x	x	x	x	1
69	Counselor Corner										x	x	x	x	1
70	Individual Counseling: Social & Emotional Issues							x	x	x	x	x	x	x	1, 2, 3
71	Individual Assessment & Intervention: Behavioral Issues.	x	x	x	x	x	x	x	x	x	x	x	x	x	3

Accountability System

To achieve the best results for students, Jericho Counseling Department will regularly evaluate their program to determine its effectiveness. Program data will be analyzed annually in order to identify any necessary gap action plans and/or program adjustments. School counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

- **Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.
- **Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Jericho School Counseling Advisory Council will review the programs to identify trends and areas of success and areas in need of improvement.
- **Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance and review of program goals created at the beginning of the year.

Additional Resources

In addition to the services outlined above the Counseling Department has a variety of resources available to assist and collaborate with students and their families.

Counseling Advisory Council (CAC)

The Jericho Counseling Center will develop and maintain a Counseling Advisory Council (CAC). Participants will include key stakeholders that will help inform the Jericho Counseling Curriculum. The CAC will receive data and details regarding the school counseling program and provide input on the goals and activities of the school counseling program. Representatives can include parents, teachers, administrators and may include students and school board members. The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive school counseling curriculum and advising on the implementation of the school counseling program.

Publications

Every semester the counseling department distributes a newsletter to all parents and students. The newsletter includes important information, reminders and dates for the semester ahead. The newsletter can also be accessed via the Counseling Center webpage.

Counseling Website

The Counseling Center webpage can be accessed via the Jericho High School website under “Resources”. The webpage provides students and parents with information about guidance services, events, important dates and reminders as well as resources for academic planning, college planning and other important information to help support them through the various transitions of their academic careers.