



Copiague Public Schools

K-12 Guidance Plan

2022-2023

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- a) Descriptor Page
- b) Goals and Objectives

MISSION OF THE DISTRICT

The mission of the Copiague School District is clear:

Within the culturally and ethnically diverse community that is Copiague, the public schools occupy a unique position. It is our responsibility, in partnership with parents and the community, to enable every student to reach high levels of individual academic achievement, to acquire the sophisticated skills necessary for life and work, and to become informed, concerned citizens of a rapidly changing, inter-dependent society.

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

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

SCHOOL GUIDANCE

The Copiague School District Guidance Department fully supports the district's mission.

To do so, it seeks to:

- Ensure school success for all students as the outcomes of all counseling efforts.
- Provide timely and effective communication with students, parents, and teachers on all matters.
- Continuously educate constituents as to the expectations of the Copiague school experience including graduation requirements, assessment standards, and the breadth of opportunities created by school programming.
- Provide and support career and college education awareness and planning at all levels.
- Coordinate counseling, consulting, and related service efforts of all support personnel within the school district.

****The Guidance Plan will be reviewed annually to ensure compliance with the New York State Education Department Regulations*****

ROLE OF THE SCHOOL COUNSELOR

In the Copiague School District, the role of the school counselor is to support the **Grade K-12 School Guidance and Counseling Program** by facilitating student development in academic, career and personal/social areas. The school counselor is a trained and certified professional, who works with students, administrators, teachers, parents, and the community to promote a safe and successful learning environment. The school counselor assists all students within the educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Guidance and Counseling Program and is a key component of the counselor's role.

School counselors plan, implement and evaluate developmental **guidance curriculum** programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages.

School counselors coordinate **individual student planning** which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

School counselors deliver **responsive services** to students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, crisis counseling, referrals, and peer facilitation.

Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school's needs. These processes and tools further ensure that the primary focus of the professional school counselor's time is the delivery of direct service to students.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult and collaborate with colleagues, parents, and administration in order to provide information to support the school community and to receive feedback on the emerging needs of students.

Professional Development

The Guidance Counseling Staff understands and promotes the importance of professional development. Membership in and attendance at events developed by professional organizations helps to provide the counselors with new and innovative suggestions to continually evaluate and improve their program.

Counselors are committed to supporting the counseling profession by sponsoring internships through area universities. Counselors take advantage of professional development opportunities that will enhance their college and career exploration skills, as well as the understanding of the changing NYS regulations.

The Guidance Departments, at all levels, enjoy the opportunity to grow and develop through professional development.

Professional Association Meetings

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|--|--|---|--------------------|--------------------|------------------------------|
| Counselors need to get updated information in order to best assist students. | To remain current and increase knowledge on topics related to the counseling field. | Counselors attend professional association meetings, internet training, and conferences on relevant topics to get updated information. The exchange of ideas takes place through networking with counselors from other districts and colleges. | Counselors acquire current information and get updates on topics in the field and opportunities for students. Counselors also promote and maintain good counseling practices and public relations. | Counselors will inform their colleagues at department meetings of newly acquired information. | School counselors. | Registration fees. | iii.2.2, iii.2.3, ii.1 |

Graduate / Intern Supervision

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|-------------------------|--|--|------------------|
| School counseling graduate students need supervision by certified / tenured school counselors. | To supervise graduate students and expose them to the responsibilities and role of a school counselor. | Graduate students are expected to fulfill the requirements of a New York Accredited School Counseling Program. Students will be supervised by a New York State certified and tenured school counselor. | Counseling interns will develop a thorough understanding of the varied responsibilities and duties of a school counselor. | Graduate students will successfully complete an internship program to prepare for employment as a school counselor. | K-12 school counselors. | Guidance office, guidance plan, graduate / university expectations, professional organization membership and school district programs. | Monitor progress and supervise daily activities. Provide supervision meetings for interns to give and receive feedback. Meet once per semester with the student's school supervisor. | iii.2.2, ii.1 |

Shared Decision Making (SDM)

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|--|---|--|---|---|------------------------|
| Counselors may be a part of the committee to discuss and address building initiatives. | To meet monthly and address building initiatives and/or concerns from parents, faculty, staff, and the community. | The SDM team meets once per month. Each year, members address issues that arise at the building level and brainstorm ideas on how to handle such issues. Smaller committees within the SDM meet monthly for follow through on designated initiatives. | The SDM reports back to the Superintendent and other building administrators in the district on initiatives and outcomes of the committee. | Faculty, parent, administrator, and community feedback. | Grade level teachers, school counselor, building principal, parents. | Room for meetings, parent volunteers, resources as they arise throughout the year (i.e., Handouts). | Attend monthly meetings, develop a plan and work throughout the year to implement it. | iii.2.2, iii.2.3, ii.1 |

Guidance Computerized Software and Internet Resources

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|---|--------------------|---|--|---|
| Counselors need to stay current on all guidance computerized software and internet resources. Trainings will occur as needed. | Counselors will utilize the most effective software and websites to access guidance information. | School counselors will have subscriptions to Naviance and will receive training as needed. Websites that are relevant will be utilized. | Students, parents, and school personnel will understand college and career resources. They will be able to make informed decisions towards gainful employment, career advancement and success in post-secondary programs. | Counselors are accessing the computer-based software, websites, guidance e-board, etc. They are sharing this knowledge with students who then prepare independently for their post-secondary goals. | School counselors. | Naviance, Method Test Prep, College Board, NYS Career Zone, Guidance E-Board, Eschool | Attend conferences, meetings and training as needed. | iii.3, ii.4.1, ii.4.6, iii.2.2, iii.2.3 |

Student Management System

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|--|--|---|--|---|------------------|
| It is essential that counselors have periodic trainings on the district student information system to develop and maintain student information and schedules throughout the year. | To understand and use the student management system in order to schedule students, access course history, identify academic intervention services, retrieve information regarding grades (interim report cards and report cards), transcripts, student reports, attendance, discipline, and all other pertinent information. | Counselors must stay up to date with enhancements made to the student management system in order to track and access pertinent information. | Faculty, staff, and administrators are able to access pertinent student information. | Staff is able to access accurate information in a timely manner. | Counselors, administrators, faculty, and staff. | Access to the student management information system, time to attend training sessions. | Meet with personnel regarding reports and other student management system features. | ii.1, ii.2.2 |

Student / Counselor Meetings with College Representatives

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|---|--|---|---|--------------------|--------------------------------|-------------------------|
| Students and counselors need the most up to date information from college admissions officers regarding college programs available at their school. | To share and utilize information with colleagues. | Counselors and students attend informational meetings with college representatives on the Walter G. O’Connell Copiague High School campus. | School counselors will have the most up to date and current information on colleges in order to guide students in their post-secondary choices. | The school counselor will have up to date information in order to inform colleagues, parents, and students. | School counselors. | Conference room or auditorium. | ii.1, ii.4.6 |

Annual Update of Guidance Plan

Target Grade: K – 12

Time Frame: May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|---|-------------------|--------------------------|---|------------------|
| An up-to-date Guidance Plan is needed annually. | To revise and edit the Guidance Plan annually in order to ensure that all NYS regulations are being satisfied. | Counselors review current plan and note any changes to be made and provide information on activities to be added. As the need to stay current and innovative is addressed year-to-year, changes are made to presentations, activities, and timelines to meet this need. | The guidance plan is a document that reflects current practices as they relate to NYSED Part 100.2. | Current guidance plan is in place and is carried out daily. | All school staff. | Guidance Plan, computer. | Meeting schedule for all stakeholders, updates and any other requirements needed. | iii.2.2, iii.3 |

Student Intervention

The School Counselors, K-12, actively communicate with all school stakeholders to facilitate student success in the classroom. School counselors actively participate in meetings to provide the building team with accurate New York State testing data, attendance history, discipline history and report card information. Through IST/BPST meetings, outcome strategies are planned and designed to meet the individual needs of the student. School counselors are involved in the implementation of these interventions. When building interventions are exhausted, it may be necessary to solicit the assistance of the Committee on Special Education, outside agency resources or to seek alternative placements that will meet the continued needs of the student.

IST / BPST Referral Process

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|----------------------------|---|--|--|--------------------|
| Faculty and staff may need additional communication with PPS staff to assist students in achieving success. | Meet with IST/BPST team to develop strategies / interventions to meet the needs of at-risk students. | The concerned teacher / counselor fills out the appropriate referral form which will include evidence of strategies already implemented. This may include calling home, conferencing with students and/or parents, weekly progress reports and other interventions. | Additional interventions will be identified and implemented to help the student find success in the school setting. | Meeting will be scheduled. | School counselors, social workers, administrators, school psychologist, and teachers. | Office space, progress reports, report cards, referral forms, permanent folders, attendance records, discipline records, transcripts, and all other pertinent documents. | Invite team members to the meeting. Gather and review student records. | i.1, ii.1, iii.2.2 |

IST / BPST Participation

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|--|--|-----------------------|--|
| Students are referred by counselors, faculty, or parents when they are experiencing academic or behavioral difficulties. | To improve the academic and/or social / emotional performance of students who are at risk. | A team of school personnel meet as needed to discuss and develop a plan to assist referred students. Interventions are reviewed, strategies discussed, and a formal plan is written. | The needs of at-risk students will be addressed, and a plan is implemented to help the student be successful. | Recommended strategies are implemented. | Administrator, school counselor, school social worker, school psychologist, teacher/s. | Teacher referral forms, report cards, permanent record folders, attendance records, discipline records, secretary, computer. | Review student files. | i.1, i.3, i.4, i.5, i.6, ii.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, iii.2.2 |

Counseling

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|---|-------------------------------|---|---|--|-------------------------|
| Adverse childhood experiences or lack of resiliency on undeveloped emotional readiness. | To provide mandated, ERSS, or crisis counseling. | The counselor will meet with individual or groups of students to address their emotional needs, as referred by school staff or guardians | The students will be better prepared for the rigors of academic learning. | Informal progress monitoring. | School counselors, social workers, psychologists, teachers, administrators. | Counseling knowledge, continuing education, lesson books. | Assigned private area to work with students. | |

Academic Intervention Services/Response to Intervention (AIS/RTI)

Target Grade: K– 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|--|--|--|---|---|
| Students are identified as needing AIS or RTI to help them to be successful in school and meet NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades and teacher recommendations. | To help students work towards meeting the NYS learning standards and graduation requirements. To assist with selection and monitoring of targeted AIS/RTI students. Responsible for scheduling students through the student management system. | Assisting in the selection and monitoring of students receiving the following services: AIS classes, RTI interventions, remedial labs, social work interventions, attendance monitoring. | Students receive stronger grades in school and meet the NYS requirements for graduation. | Student grades, test scores, standardized test scores, and attendance improvement. | Counselors, administrators, staff developers, interventionist, teachers. | Student records, test scores, grades, STAR reports, student management system. | Review student records and teacher recommendations, monitor grades of each student, maintain accurate records in the student management system. | i.1, i.2, i.4, ii.1, ii.4.1, ii.4.3, iii.2.2, iii.2.3 |

Extended Day Support

Target Grade: 6 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--------------------------------|--|---|------------------------|---|--------------------------------|
| At-risk students need to improve their grades. | To provide students with the opportunity to work with a teacher to improve their academic success. | School counselors meet with teachers and students to assist with the development of an extended day schedule that would be most beneficial to their individual academic needs. The extended day program occurs under the direct supervision of the extended day teacher/staff developer. | Improved academic performance. | Students attend extended day and improve academically. | Guidance counselors, extended day teachers. | Extended day schedule. | Counselors schedule meetings with students/parents to discuss their individual academic needs and distribute extended day schedule. | i.1, i.4, ii.1, ii.4.1, ii.4.3 |

Project Interceptors

Target Grade: 6 – 12

Time Frame: November – May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|---|---------------------------------|--|--|---|--|
| School personnel need to visit families in their home for various reasons throughout the school year. | To meet with families in their home environment to discuss various school related issues. | A project interceptor team will visit the home based on a referral made by an administrator, counselor, social worker, or psychologist. | School personnel communicate with parents / guardians to involve them in the intervention plan. | Increased parental involvement. | Counselors, administrators, social workers, psychologists, and project interceptor team. | Pertinent school documents, project interceptor referral form. | Counselors, administrators, social workers, or psychologists complete the project interceptor form detailing school related issues. | ii.1, ii.4, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7 |

Credit Recovery

Target Grade: 9 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|--|--|--|--|-------------------------|
| Students need to be given the opportunity to make up credit in courses that they have failed. | To offer courses for make-up credit through internet-based software. | School counselor identifies students who require credit recovery courses and assigns them to the coursework necessary to complete the course. | Students will achieve make-up credit and remain on track to graduate with their cohort. | Students will obtain credit in the previously failed course. | School counselors, administrators, faculty, and staff. | Credit recovery schedule, master schedule, internet, student records, eSchool. | Review records to identify students who qualify for credit recovery classes. | ii.1, ii.4.1, ii.4.3 |

Senior At-Risk Program

Target Grade: 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|-------------------------------------|---------------------------------------|---|---|-------------------------|
| Seniors in academic jeopardy of not graduating in June need additional one-on-one motivation from staff. | To ensure students graduate with their cohort. | Counselors will meet regularly with seniors at risk of not graduating on time. Parents / guardians will be contacted regarding concerns. | Seniors will be more invested in their school experience and graduate with their cohort. | Seniors graduate with their cohort. | Counselors, teachers, administrators. | Progress reports, report cards, schedules, e-mails. | To identify seniors in jeopardy of not graduating using transcripts, report cards, failure lists and attendance data. | ii.1, ii.4.3, ii.4.7 |

CSE Referrals

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|---|---|--|--|---|--|
| Additional information is needed when interventions of the BPST/IST do not help a student achieve academic standards and a disability is suspected. | A referral is made for testing with the school psychologist to determine if a child has a disability. | School counselors, in conjunction with the school social worker and psychologist, prepare forms necessary for a referral. | The student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. | The student is presented to the Committee on Special Education at an Initial Eligibility Meeting. | School counselor, social worker, psychologist. | Permanent record folder, CSE referral forms, attendance, standardized testing results, report card grades, progress reports, transcript. | Consult with team members regarding concerns, review student records with BPST/IST minutes, obtain social history from parent / guardian. | i.1, i.3, i.4, i.5, i.6, i.8, ii.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7, iii.2.2, iii.2.3 |

IEP Development

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|---|--|-------------------|-----------------------|--|---|
| Students who require counseling on their IEP need goals to be placed in IEP Direct. PLEPS need to be consistent with the emotional needs of the student. | To write counseling goals based on the student's individual needs. | The school counselor will develop counseling goals geared toward the individual need of the student and then input the goals in IEP Direct. | The student will receive counseling to address their needs. The counselor will collect data to monitor progress towards individual goals. | Progress reports will be completed quarterly to assess if the goals were adequately met. | School counselor. | Computer, IEP Direct. | Consult with teachers and psychologists to determine the needs of the student. | i.1, i.3, i.4, i.5, i.6, ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, iii.2.2, iii.2.3 |

Annual Reviews

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|--|--|---|-----------------------|--|---|
| The student's IEP/504 needs to be reviewed annually. | To ensure every child with an IEP/504 plan receives an annual review. | The counselor participates in the annual review meeting of students who have mandated counseling and students who are considered at risk. | The team develops an updated IEP/504 for the following school year based on the individual needs of the student. | Every student has a new IEP/504 before the beginning of the new school year. | School counselor, school psychologist, CSE chairperson, special education contact teacher, parent, general education teachers | Computer, IEP Direct. | School counselor prints schedules, counseling goals and all other pertinent materials. | i.1, i.3, i.4, i.5, i.6, i.8, ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, iii.2.2, iii.2.3, iii.3 |

Test Registration for Students with Disabilities

Target Grade: 10 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|---|---|---|---|-------------------------|
| Students with disabilities need an opportunity to utilize their testing accommodations. The Services for Students with Disabilities (SSD) coordinator must submit the required forms for accommodations through the College Board and the American College Testing Program. | To provide classified and Section 504 students with accommodations appropriate to complete the PSAT, SAT, ACT and/or AP exams. | Counselors will supply applications for accommodations to classified and section 504 students' contact teachers. SSD coordinator will submit completed applications. | Students with disabilities will receive accommodations in order to provide them with an equal opportunity during testing. | Students will have PSAT, SAT, ACT and/or AP exam scores sent to colleges for admission or placement purposes. | Counselor, special education teachers, psychologist, SSD coordinator. | Registration forms, IEP's, Section 504 plans, most recent psychological testing results, medical credentials / documentation, and student health information. | ii.1, ii.4.1, ii.4.7 |

Speed DIAL IV

Target Grade: K

Time Frame: September – November

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|---|--|---|---|--|---|------------------|
| Students must be screened for Academic Intervention Services. | To administer the Speed DIAL IV test to all students in kindergarten. | Counselors administer their portion of the Speed DIAL IV to kindergarten students. | Ensure that all kindergarten students complete the Speed DIAL IV. | All student scores will be reviewed at the building level team meeting. | School counselors, speech teachers, psychologists. | Speed DIAL IV test kit, Speed DIAL IV scoring form. | i.1 |

Elementary STEM

Target Grade: Grades 2 – 5

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|---|--|---|-------------------|---|------------------|
| Students need to be identified to participate in the Elementary STEM program. | To identify the students who meet the criteria to enter the elementary STEM program. | To administer the Slosson IQ test to students after screening by elementary STEM teacher. | Students will be appropriately placed in the STEM program. | All student progress and scores are reviewed and those who meet the criteria are offered enrollment to the STEM program | School counselors | Slosson IQ test, Slosson IQ scoring form. | i.1, i.2 |

NYS Testing Program

Target Grade: Grades 3 – 8

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|--|----------------------------------|----------------------|---|--|-------------------------|
| Student needs to complete NYS testing requirements. | Provide the students with the opportunity to take NYS tests. | Assist administrators in all aspects of administering the tests. | Ensure that all students complete NYS testing. | Obtain testing results from NYS. | All school personnel | Testing materials, classrooms, lists of LEP and IEP student accommodations. | Assist building administrators with all tasks. | i.1, i.2, ii.1, iii.2.3 |

Classroom Intervention

Target Grade: K – 8

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|--|--|---|---|--|-------------------------|
| Classroom teachers require the assistance of the counselor. | To assist a class and teacher with team building. | When students in a class are having difficulty with their interactions as a group, school counselors may be asked to meet with teachers to provide strategies or go into the classroom to teach a lesson or multiple lessons to achieve classroom cohesiveness. | The class is taught how to prevent bullying, increase acceptance, handle, and manage their anger, etc. | The behaviors of the students improve. | Teacher, school counselor, social worker. | Counselor made activities, DASA curriculum. | Identify the specific problem with the teacher, create lessons to assist with changing the dynamic of the classroom. | i.1, i.2, i.5, i.6 |

Student Intervention / Dignity for All Students Act

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|--|--|-------------------|----------------------------|--|--|
| Students require interventions to improve social / emotional functioning. | To assist students in developing appropriate social skills and maintaining acceptable peer relationships. | Activities are varied based on the individual needs that arise but may include assemblies, classroom lessons, individual counseling, group counseling, etc. | Students will interact appropriately in social settings. | Fewer incidents leading to behavioral referrals. | All school staff. | Counselor-made activities. | Identify the specific problem and design counseling sessions to address the needs of the individual / group of students. | i.1, i.2, i.5, i.6, ii.1, ii.4.1, ii.4.3, ii.4.4, ii.4.5, iii.2.2, iii.2.3 |

Mediation / Conflict Resolution

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|--|--|---|----------------------------|--|--|
| Students have disagreements which they cannot resolve. They need the assistance of a 3 rd party to resolve the conflict. | To help students resolve their conflict with another peer. | Students request mediation. The counselor assists the students in finding solutions. | Students in need of mediation will come to a resolution. | If the problem does not return to mediation, and the students do not have another conflict, then the mediation was successful. | Administration, school counselor, social worker, school psychologist, and teachers. | Student Management System. | Gather information from teachers, administrators, etc. | i.1, i.5, i.6, ii.1, ii.4.4, ii.4.5, iii.2.3 |

DSS / CPS Referrals

Target Grade: K – 12

Time Frame: As needed.

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|------------------------|--|---|---|-------------------------------------|--|--|---|---|
| To keep students safe. | To report incidents as mandated. File reports, and give students support when their safety may be compromised. | When students indicate an incident, staff members are mandated to report to the Department of Social Services or Child Protective Services. Sometimes this is determined through consulting with colleagues or by calling CPS. If needed, the student is seen by the nurse for documentation. If the incident must be reported, the counselor, sometimes in conjunction with a social worker, makes a phone call to CPS. After the call is made, a report is written and filed. When CPS representatives come to school, the staff member will stay with the student during questioning. Central Office and building level administrators will be notified. | Students are safe and supported (under NYS guidelines) allowing them to refocus on their education. | Appropriate documentation is filed. | Counselor, social worker, nurse, principal, psychologist, teacher. | Referral form, Child Protective Services, Department of Social Services. | Compile data and evidence for referral. | i.1, i.3, i.4, i.5, i.6, i.7, ii.1, ii.4, ii.4.2, ii.4.3, ii.4.4, ii.4.5, iii.2.3 |

Agency Referrals

Target Grade: K – 12

Time Frame: As needed.

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|---|---|---|---------------------------|-------------------------------|-------------------------|
| Students and/or families require referrals to outside agencies to develop or reinforce social/emotional development. | To have families link to community resources. | Counselors will provide referrals to outside agencies as needed. | Parents are provided with outside resources to support their child or family. | Referral documented in student management system. Follow as needed. | Counselor, social worker, psychologist. | Community resource guide. | Request meeting with parents. | |

PINS Petition / AFY Referral

Target Grade: 6 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|--|--|--|---|--|---|
| When interventions of the BPST do not help a student improve behaviors and/or poor attendance, legal intervention is required. | To improve a student's school behavior and/or attendance, thus improving their academic success. | The social worker in conjunction with the school counselor completes the PINS referral form gathering appropriate documentation (attendance report, suspension letters, etc.). The referral is discussed with the student's team as a plan of action. | The student will change behavior and/or attendance problems. | A review of the student's progress regarding behavior and/or attendance is conducted to see if improvement has occurred. | Social worker, school counselor and administrator. | Report card, attendance record, behavioral report, BPST minutes, IEP (if applicable), form for PINS petition. | Compile data for referral, complete application, and mail, follow through with intake meetings and possibly court. | i.1, i.3, i.4, i.5, i.6, ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.6, iii.2.2, iii.2.3 |

Alternative Placement Referral and Interview Process

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|--|---|---|--|---|
| <p>Students are referred to alternate settings based on behavior, academic, and attendance difficulties. Referred students demonstrate a lack of success for a variety of reasons and require a different setting to meet with success.</p> | <p>To improve the performance of students who are at risk.</p> | <p>Individuals are referred to BPST by school personnel because of a lack of success. An alternate placement recommendation form will be completed by the school counselor for routing purposes. Upon district administrative approval, the school counselor arranges for placement testing at the alternate school site. Then, students and parents are invited for an interview/intake to assess the appropriateness of the placement. Alternative program expectations are reviewed, and all required paperwork is completed.</p> | <p>Students accepted to the alternative placement will begin to meet with success.</p> | <p>Success is measured in terms of academic, behavioral and attendance improvement as noted by student, parents, and faculty.</p> | <p>Administrators, school counselors, social workers, teachers, and staff from alternative placement.</p> | <p>Interview space, transcripts, contracts, placement recommendation form, immunization form and all other required documentation.</p> | <p>ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7</p> |

School Success

School Counselors actively work to ensure that every student, K-12, meets with school success. Students who excel in the school environment are rewarded and given positive reinforcement through incentive programs. Students who struggle are provided with improvement strategies through academic intervention services, response to intervention services, parent counseling, ERSS counseling, and extended day support. School counselors monitor each student's individual progress, plan interventions and implement positive reinforcement programs on an individualized basis. Parent/guardian involvement in the school environment is encouraged. The Guidance Department realizes that the home to school connection is vital to ensuring school success.

Back to School Night

Target Grade: K – 12

Time Frame: September

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|---|----------------------------------|---|---|-------------------------|
| Some parents / guardians need additional information regarding strategies needed to ensure their child's success in school. | To enhance communication between school staff and parents/guardians who are in need. | Parents are invited to visit their child's classroom. Parents are encouraged to visit the school counselor and/or social worker for academic and social support. | Communication between the school and home is enhanced which will promote academic success for students. | Student performance is improved. | Administrators, school counselors, teachers, school social workers, school psychologists. | Community resource guide, extra-help schedules. | i.1, i.2, i.8 |

Parent / Teacher Conference Nights

Target Grade: K – 12

Time Frame: October

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|--|---|---|---|---|
| Parents need to meet with teachers / counselors in the beginning of the school year. | Counselors and teachers meet with parents to discuss concerns regarding their child. | Counselors and teachers meet with parents during open school nights. | To provide parents with additional resources and information regarding strategies to assist their child. | Improved communication between home and school personnel. | School counselors, teachers, school social workers, school psychologists. | Student records, school resources (extended day schedule, extra-curricular activities list, etc.) | i.1, i.2, i.3, i.4, i.5, i.6, i.8, ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7, iii.2.2, iii.2.3 |

Department Meetings

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|---|---|------------------------------------|--|-------------------------------------|
| School counselors need to maintain consistent procedures and policies in accordance with building and New York State regulations. School counselors will meet regularly to ensure effective communication regarding projects and responsibilities. | School counselors will have an opportunity to discuss agenda items to ensure understanding of responsibilities and adherence to state regulations. | Counselors meet regularly with administration to review concerns, plan projects, events and share pertinent information. | All counselors will be able to service students and parents in a consistent manner. | Improved communication between counselors in order to ensure that counselors are adhering to building level policies and NYS Regulations. | School counselors, administrators. | Agenda, handouts as needed, calendars. | i.2, ii.1, ii.4.1, iii.2.2, iii.2.3 |

Annual Individual Progress Review Plan

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|---|---|--|--------------------|----------------------------------|-------------------------|
| School counselors need to maintain consistent procedures and policies in accordance with building and New York State regulations. School counselors will complete an annual progress review plan for each student on their caseload. | School counselors will have an opportunity to review the plan for each student on their caseload to ensure the student's needs are being met. | Counselors meet regularly with students to review concerns, conduct counseling, make schedule changes, discuss college & career readiness, etc. | All counselors will be able to service students in a consistent manner. | Improved documentation of meetings with students in order to ensure that counselors are adhering to NYS Regulations. | School counselors. | Eschool, individual review plan. | |

Student Progress and Parental Updates

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|--|--|------------------------------|--|--|-----------------------------------|
| Parents / guardians and counselors need to collaborate to encourage student performance. | To provide parents / guardians with ongoing academic and social consultation regarding their child. | Counselors will meet with parents/guardians to discuss student progress or parental concerns regarding academic and social development. Counselors gather information from teachers via team meetings or written correspondence to monitor student achievement. Counselors may use the phone or communicate information to parents directly. If teachers cannot be present, the counselor will communicate conference outcomes with student’s teachers. | Parent communication will be enhanced to ensure student success. | Student achievement and behavior will be monitored to see if improvement has occurred. | Teachers, school counselors. | Student grades, student standardized test scores, student progress information, telephone, computer, e-mail. | Provide an opportunity for parents/guardians to meet with counselors to discuss student progress. Parents/guardians are encouraged to schedule appointments on an as needed basis. | i.1, i.2, i.3, i.4, i.5, i.6, i.8 |

Administrative Consultation Meetings

Target Grade: K – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|---|--|-------------------------------|------------------------------------|---|--|
| To enhance educational opportunities for the students through academic planning. | School counselors will work collaboratively with administrators to create individualized plans for student success. | School counselors meet with administrators as needed to advocate for their students and provide information regarding individual student circumstances. | Development of appropriate educational plans and programs to maximize student's potential. | Student improvement is noted. | Administrators, school counselors. | Cumulative folder, student management system. | i.1, i.2, i.3, i.4, i.5, i.6, ii.1, ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5, iii.2.2, iii.2.3 |

Site-Based Home Instruction Program (SBHI)

Target Grade: 6 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|--|--------------------------------|--|---|
| The school counselor initiates site-based home instruction for students who have been recommended by administration. | To provide continuation of education for students who are unable to attend traditional day-school. | School counselors will complete necessary forms associated with the program. The counselor will e-mail the student's classroom teachers requesting assignments. The counselor will input student schedules in the student management system and coordinate with the supervisor of the program. | The student will be able to continue their NYS mandated education requirements. | Students will earn grades and receive units/credits of study. | School counselors, SBHI teachers, SBHI counselor, SBHI supervisor. | Telephone, e-mail, SBHI forms. | Complete required central office home instruction forms. | i.1, i.2, i.8, ii.1, ii.4.1, ii.4.7, iii.2.2, iii.2.3 |

Homebound Instruction Coordination

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|---|---|--|--|---|---|
| The school counselor sets up home instruction for students who are ill or are unable to attend school. | To obtain personnel through Board of Education approved agencies to provide home instruction. | School counselors arrange for the necessary tutors for the courses homebound students require. Counselors inform teachers that tutoring is being coordinated, request work and follow-up as needed. Counselors maintain contact with teachers and tutors regarding student progress and trouble shoot any problems that may arise. Counselors will develop the student’s schedule in the student management system | The student will be able to continue their NYS mandated education requirements. | Students will earn grades and receive units/credits of study. | School counselor, teacher, home instructors, administrators. | Student’s schedule, home instructors, approved tutoring agency contact information, tutor work request form, textbooks, curriculum guides, e-mail. | Complete required central office home instruction forms, contact agency, connect home school teachers / chairpeople with agency home instructors. | i.1, i.2, i.8, ii.1, ii.4.1, ii.4.7, iii.2.2, iii.2.3 |

Wilson Tech Counselor Meetings

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|---|--|---|-----------------------------------|------------------|
| Counselors need information and updates regarding vocational training to better prepare students for post secondary planning. | Counselors will meet with Wilson Tech staff to obtain information which will facilitate technical education learning experiences for students in grades 11 and 12. | A counselor will attend monthly meetings at Wilson Tech to obtain information regarding changes in Tech opportunities, program expectations and professional development. Guest speakers from Wilson Tech or area affiliates will be available to provide high school counselors with best practice initiatives. | Students have the information needed to decide if they want to attend Wilson Tech and if so, which program they wish to pursue. | The school counselors are able to provide accurate and up-to-date information regarding Wilson Tech opportunities to their students. | School counselors, Wilson Tech teachers and administrators. | Wilson Tech informational packet. | ii.1 |

Wilson Tech Student Visitations

Target Grade: 10 - 11

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|--|---|---|---|--|------------------|
| Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in Wilson Tech programs. | Students in grade 10 will tour the Wilson Tech campus in order to be given an opportunity to learn about their program of interest. | School counselors will plan a visit to Wilson Tech for 10 th grade Walter G. O'Connell Copiague High School students to tour programs available to them for the following school year. Students will be informed via morning announcements and classroom announcements. Sign-up forms are distributed through Social Studies classes. Students will bring in signed permission slips to participate. Students and counselors will take a bus to Wilson Tech for the tour. | Students will select appropriate Wilson Tech programs to attend for the next school year. | Students will complete a two-year vocational program in order to receive the CTE endorsement. | School counselors, Wilson Tech personnel. | Parent permission slips, information sheets, sign up sheet, bus. | ii.1, ii.4.1 |

Advanced Placement Program

Target Grade: 10 – 12

Time Frame: September – May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|--|---|---|-------------------------------------|---|-------------------------|
| Students need to be given the opportunity to take challenging courses that can earn them college credit. | To offer courses to students that will expand their coursework and provide a variety of academic experiences. | School counselors program students into Advanced Placement classes based on teacher recommendations. Class rosters are secured, exams are ordered, money is collected, and proctors are assigned. At the completion of the May administration, exams are packaged and shipped to the College Board for scoring. | Students will become familiar with the rigor of a college level course and have the opportunity to earn college credits based on their performance on the exams. | Students enroll in and successfully complete the AP course. | School counselors, principal, AP coordinator, teachers. | AP Exam schedule, testing location. | College Board curriculum training for teachers. | ii.1, ii.4.1 |

Regents Letters

Target Grade: 9 – 12

Time Frame: December – May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|--|--|--|---|---|-------------------------|
| Students and their parents need to be informed of state assessments needed to graduate from high school and to receive a New York State diploma. | To ensure that all students meet state exam graduation requirements. | School counselors review student records to determine exams required for their diploma type. Reminder letters are completed and mailed home to parents. Students are also added to walk-in lists in the student management system to ensure that the exam grade will be recorded on their permanent record. | Students and parents will be aware of the exams needed to graduate and be prepared to take them. | All students will take exams needed to graduate and meet diploma requirements. | Counselors, secretaries, administrators. | Computer, transcripts, Regents reminder letters, summer school, reports, regents schedule, student management system files. | Update forms, change dates, confirm graduation requirements for each student. | ii.1, ii.4.7 |

Diploma Designation

Target Grade: 9 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|---|---|------------------------------|--------------------------|---|-------------------------|
| Students and parents need to be aware of the exams required to graduate with a New York State Diploma. | To ensure graduation for all students and increase the number of Advanced Regents diplomas awarded. | Counselors compile a list of students who still need to pass state exams to graduate. They also compile a list of students who passed Regents courses but failed the Regents exam required for a Regents diploma. | All students and parents will be aware of exams needed to graduate and/or obtain a Regents diploma. | Student attendance at exams. | Counselors, secretaries. | Computers and scheduling software, current and accurate information on state requirements | ii.1, ii.4.7 |

Summer School Mailing / Registration

Target Grade: 9 – 12

Time Frame: June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|---|--|---|--|
| Students and parents need to be notified of course failures, summer school eligibility and summer school registration. | To notify parents and students of course failures and summer school eligibility. | School counselors gather accurate information from teachers regarding students who have failed a course and/or failed a state exam. Counselors assist in the registration of students for summer school classes and tutorials. Teachers mail home letters stating course/test failure and eligibility. | Parents and students will receive timely and accurate information regarding summer school eligibility and registration. | Students and parents receive summer school information. Eligible students register. | School counselors, summer school principal, teachers. | Failure lists, summer school forms, student management system. | Update registration forms, meet with summer school principal regarding summer school offerings. | i.1, i.2, i.4, i.8, ii.1, ii.4.1, ii.4.3, ii.4.7 |

Middle School Awards Program

Target Grade: 8

Time Frame: June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|---|---|--|--|------------------------|
| Students receiving scholarships and awards should be recognized by the school and community. | To involve students, parents, and community in a process of recognizing students for their academic, athletic and community accomplishments. | An evening event is hosted to recognize outstanding middle school accomplishments. Parents and family members of recipients are invited to attend the middle school awards evening presentation. | Students who have earned academic, social, and athletic awards will be recognized by the school and community. | The appropriate students are recognized for their accomplishments through monetary and non-monetary awards. | Counselors, administrators, custodial staff, secretary, teachers. | Community sponsors, awards program, awards database. | The awards committee selects students to receive awards; scholarship applications are reviewed, processed, and mailed out; winners / recipients and their families are notified; the awards program is developed. Counselors work closely with the awards committee to identify students receiving awards. | i.1, i.8, ii.1, ii.4.7 |

Senior Awards Program

Target Grade: 12

Time Frame: June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|--|---|---|---|---|------------------|
| Students receiving scholarships and awards should be recognized by the school and community. | To involve students, parents, and community in the process of recognizing students for their academic, athletic and community accomplishments. | The Guidance Department contacts parents to notify them that their child has been recognized to receive an award. Counselors recommend students for scholarships. The scholarship chairperson works with a guidance secretary to develop the scholarship program. | Students who have earned academic, social, and athletic awards will be recognized by the school and community. | The appropriate students are recognized for their accomplishments through monetary and non-monetary awards. | Counselors, administrators, teachers, custodial staff, secretary. | Community sponsors, awards program, scholarship database. | The Scholarship Committee selects students to receive awards; scholarship applications are reviewed, processed, and mailed out; winner/recipients and their families are notified; the awards program is developed. | ii.1, ii.4.7 |

Scheduling

The School Counseling staff actively collaborates with students in the scheduling process. Course selections are carefully designed for individual students based on their needs, future goals, and post-secondary desires. It is recognized that schedule adjustments will be necessary, with teacher, administrator, and parent input. Students' schedules may be changed to enhance the quality of the education and overall academic success of the student.

It is critical that information from the elementary school be shared with the Middle School counselors and administrators, and that student information from the Middle School be shared with the High School counselors and administrators. Academic records will follow the student through the K-12 process. The students' cumulative folder will maintain all relevant student information and be kept confidential. Student report cards and transcripts will be reviewed for accuracy annually and filed in the cumulative folder.

Class Placement

Target Grade: K – 5

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|--|--|---------------------------------------|--|---|------------------|
| Students need to be placed in the correct classes for the following school year. | To participate in meetings that discuss placement for students. | Counselors meet with the principal and teachers to assist in the placement of students for the next school year. | Students will be placed in the appropriate class setting to be more successful academically. | Students meet with success in the classroom. | Counselors, administrators, teachers. | Class lists, student academic reports. | Compile student information (i.e., AIS, Reading, STEM, ESL, band, chorus, mandated services, etc.). | i.1, i.2 |

Scheduling 5th Grade Students for Middle School

Target Grade: 5th grade

Time Frame: December – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|--|--|------------------------------------|--|------------------|
| Develop schedules for all 5 th grade students. | To appropriately schedule all 5 th graders for middle school. | Counselors create individual schedules for 5 th graders. Counselors send required information to the middle school. Counselors create schedules for any new entrants and make necessary schedule changes after annual reviews. Counselors make parents aware of middle school scheduling and meet with parents as requested. | Appropriate schedule for all 5 th grade students. Increase parent awareness of middle school course offerings. | Individual school schedules that meet students' needs are created. | Counselors, 5 th grade teachers, and support staff. | Curriculum guide, scheduling grid. | Compile student information (i.e., AIS, Reading, TAG, ESL, band, chorus, and mandated services). | i.1, i.2 |

Course Selection

Target Grade: 6 – 12

Time Frame: January – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|---|-------------------------------------|--|---|------------------|
| Students need assistance in selecting courses appropriate for their educational plans and meeting graduation requirements. | To individually help students design a realistic and challenging schedule to meet requirements and promote post-secondary goals. | School counselors will discuss course selections individually with their students. Students are expected to review their proposed schedule with their parents. Counselors input student course requests into the computer and follow-up with students regarding problems with their schedules. Students who fail courses are rescheduled after summer school sign ups and again after summer school completion. Counselors will appropriately reschedule students for AIS courses as determined by subject administrators. | Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance. | Students will meet their academic goals with only minor schedule changes. | Counselors, department chairpeople. | Course selection, student management system, meetings with special area teachers to update course offerings, preparation time and paperwork. | Meet with department chairpeople to discuss course offerings. | ii.1, ii.2 |

Schedule Adjustment

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|---|---|---------------------------------------|--|------------------------------|
| During the school year students require schedule adjustments. | To review all change requests and to assess their validity consistent with state and local expectations. | Students must discuss possible schedule changes with their counselor. After discussing the change, including the student’s purpose for wanting the change, the counselor will determine whether the change is in the student’s best interest. Once the counselor validates the possibility of the change, the student will obtain the appropriate form from his/her counselor and get appropriate signatures. Teacher, parent, and administrator input will be reviewed. Once the change is approved, then it is made via the student management system. New schedules are printed and given to students and involved teachers. For teacher/counselor requested changes, (i.e., lab additions/deletions, credit check, etc.) – changes will be made, and the student informed via a new schedule in homeroom. All necessary teachers will be notified. | Relevant changes will be approved provided that they do not limit or diminish student opportunity. Chronic behavior issues will be addressed via schedule changes with administrative approval. | Schedule changes will enhance - not detract from - the quality of the education that student obtains and assist in the overall academic success of the student. | Counselors, teachers, administrators. | Change request forms, computer, up-to-date master schedule, and assessment scores. | ii.1, ii.4.1, ii.4.4, ii.4.7 |

Annual Student Review

Target Grade: 6 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|--|--|--------------------|--|---|-------------------------|
| School counselors share information regarding student strengths, areas of concern, and overall academic performance. Students need information on choices available to them based on a four-year plan and graduation requirements. | To ensure personal communication with the student throughout their secondary education. | School counselors discuss course selections for the following school year and current levels of performance. | The student and counselor work collaboratively to ensure academic success. | Students give verbal feedback to counselor. Course selections are mailed home for parent feedback. | School counselors. | High school and middle school guidance offices, permanent record folder information, copy machine, mailings. | Schedule a meeting for each student, send course selections home. | i.8, ii.1, ii.4.1 |

Scheduling for Special Needs Population

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|--|-------------------|--|---|---|
| To meet the specific needs of special populations. | To appropriately place students based on the CSE recommendation. | Maintain and track services provided, and accommodations given to each student. Ensure that students receive appropriate services. | Students' progress will be monitored, and they will receive the services that are recommended. | Annual reviews. | Counselors, special education teachers, psychologist, administrators, support staff. | Scheduling materials, student records, IEP information. | i.1, i.2, ii.1, ii.2, ii.4.1, ii.4.6, iii.2.2 |

Maintain Cumulative Records

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|---|---|------------------------------------|-------------------------------|--------------------|
| The school is required to keep a cumulative record of individual student's academic progress and results of state testing. | To accurately maintain all relevant student information in a central student file. | Counselors oversee the maintenance of student cumulative records. If needed, counselors will contact the prior district to obtain student records and review when received. Teachers will be notified when new student records arrive. | An accurate comprehensive student file will be maintained for each student. | Each student will have a complete file containing academic information. | Counselors, teachers, secretaries. | File folder for each student. | i.1, ii.1, iii.2.2 |

Documentation and Information Maintenance

Target Grade: K – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|--|---|---|--------------------|--|----------------------------|
| Almost every aspect of counselor responsibilities requires documentation and record maintenance. | To accurately document pertinent information to ensure its accessibility when needed. | School counselors are constantly obtaining information about students through various sources. This information needs to be organized and maintained. Counselors are frequently asked to compile information regarding student's credits, interventions, etc. which must also be maintained. Student transcripts are reviewed in order to track student progress toward graduation. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency. All functions, activities and classes require up to date forms, handouts, and information. Interim reports, report cards, and announcements of upcoming events are also completed. | Information on students and data on many aspects of student success will be accurately compiled and maintained for future reference, comparison, and/or evaluation. | Records are kept and appropriate information collected. | School counselors. | Transcripts, forms, check lists, schedules, student management system, report cards, progress reports, state assessment results. | i.1, ii.1, ii.4.1, iii.2.2 |

Transitions

Entering a new school year can be particularly challenging for students and their parents. In an effort to assist students new to the district and those who are transitioning from one district school to another, each building's administration team has developed a series of orientation programs.

District information is disseminated through a series of evening parent programs and classroom presentations for students. Programs such as the 5th to 6th Grade Orientation, 8th to 9th Grade Orientation and the New Entrant Orientation are designed to help students transition successfully. Parent meetings are hosted to discuss school expectations, procedures, and the significant role they play in helping their children attain optimal academic success.

Careful attention is given to the placement of students and focuses on early identification of students who may be "at risk" so that appropriate early intervention strategies may be put in place. The new entrant routing form is used for students in grades 6-12 to obtain academic, behavioral and attendance history.

First Day of School Transition

Target Grade: K – 5

Time Frame: September

| Need | Objective | Activity | Outcome | Assessment | Staff | Preparation | NYSED Regulation |
|--|--|---|---|--|---------------------------------------|--|------------------|
| Counselors need to support administrators, teachers as they acclimate students to the new school year. | Counselors assist students in adjusting to the new school year. Support and resources will be given as needed. | Counselors will be visibly present in classrooms, hallways, cafeteria, and playground to help students get accustomed to their new routine. Counselors will support students through emotional challenges experienced while transitioning into the new school year. | Students will be given sufficient support to transition into the new school year effectively. | Students will adjust to the school environment and routine in a timely manner. | Administrators, counselors, teachers. | Collaborate with administrators to develop a plan. | i.1, i.2 |

5th Grade Parent / Student Orientation

Target Grade: 5

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|---|--|--|--|---|-------------------------|
| Parents with children entering middle school require information about school programs and expectations. | The principal provides parents with an overview of middle school programming and introduces the school counselors and teachers. | The parent orientation is publicized on the school calendar and a special mailing is made to all 5 th grade parents. School counselors present information relevant to middle school. Parents are then invited to ask questions. | Parents will have a comprehensive understanding of the middle school program. They will be familiar with the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged. | Parents will leave with appropriate information. | School counselors, principal, social worker. | Auditorium, informational packets, PowerPoint presentation | Prepare packets for parents, send reminder letters home to parents. | i.1, i.2, i.8 |

5th Grade Transition Meetings

Target Grade: 5

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|--|---|-----------------------|--|-------------------------|
| Children entering middle school require information about school programs and expectations. | School counselors provide an overview middle school programming including course opportunities and the expectations for student success. | Counselors meet with 5 th grade students in classrooms in order to provide necessary middle school information. | Students will understand middle school expectations. | Students transition effectively into the middle school. | Counselors, teachers. | Immunization information, sample middle school counselors, practice locks. | i.1, ii.4.1 |

Guidance Awareness Orientation

Target Grade: 6

Time Frame: April – November

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|--|---|---|------------------------------|----------------------------|---|-------------------------|
| Students need information about the services that the middle school guidance department offers. | To provide students with accurate information regarding the location, the personnel and the activities of the middle school guidance department and how to access the services that are provided. | School counselors meet with students during a designated period. Information about the school and guidance services are discussed. | Students will understand when to seek out their counselor and how to make an appointment with them. | Immediately following the discussion period, students will complete an evaluation form. | School counselors, teachers. | Classroom, Questionnaires. | Prepare appropriate activities, confer with teachers. | i.1, i.2 |

Elementary / Middle School Articulation Meeting

Target Grade: 5

Time Frame: June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|-------------------------------|---|---|---------------------|---|------------------------------------|--|------------------------------|
| Students who are at-risk need to be identified early. | To identify students at risk. | Middle school counselors will meet with elementary school counselors to review at-risk students. Strategies and techniques will be discussed. Counselors will complete a spreadsheet with pertinent information regarding student's needs and concerns. | At-risk students are identified prior to the commencement of 6 th grade. Referrals to appropriate support staff will be made early in the school year. | Teachers' feedback. | Middle school counselors, elementary school counselors, teachers. | Class lists, student spreadsheets. | Middle school counselors schedule a meeting with elementary school counselors. | i.1, i.2, i.3, i.4, i.5, i.6 |

6th Grade Orientation – Parent / Student

Target Grade: 6

Time Frame: August

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|--|---|----------------------|-------------------------|--|------------------|
| 6 th grade students need to become familiar with the physical layout of the middle school. | The orientation provides 6 th grade students and parents with a formal tour of the middle school, reviews team designations, and provides a personal introduction to the middle school counselors. | Students and parents are given a tour of the middle school building. Students are provided with their team, teachers, and room assignments. Students and parents are encouraged to ask questions and are introduced to the middle school staff. | Students will become familiar with the physical layout of the middle school, facilitating their first day experience. Combination locks will be distributed and a comfort level will be established. | Students will have a sound understanding of the middle school before the first day of school. | Middle school staff. | Handouts of information | Send reminder letter home to parents, develop packets for students and parents, establish homerooms and teams for students, obtain volunteers from Copiague Middle School. | i.1, i.2, i.8 |

8th Grade Parent / Student Information Night

Target Grade: 8

Time Frame: March

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|---|---|--|--|---|----------------------|
| Students transitioning to 8 th grade, along with their parents, require information about the high school. | School counselors provide parents and students with an overview of the high school; including graduation requirements, academic and social expectations and career pathways. | The orientation is publicized on the school calendar and in a special mailing to incoming freshmen. A presentation on the course offerings that each department offers are reviewed. | Parents will acquire an initial, comprehensive understanding of high school. They will become familiar with school procedures and policies. They will also have an understanding of opportunities available in the high school. Parental involvement and support will be fostered. This will result in increased student success. | Parents will have the opportunity to give feedback regarding the program. | School counselors, department chairpeople, teachers, administrators. | Curriculum guide, graduation requirements. | Send reminder letters home for parents, prepare packets of information for parents and students, administrators develop a Power Point Presentation, meet with 8 th grade counselors, set up cafeteria. | ii.1, ii.4.1, ii.4.7 |

8th Grade Student / Counselor Meeting

Target Grade: 8

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|---------------------------|--|--|------------------|
| 8 th grade students need information regarding required and elective course opportunities available to them in the high school including career pathways opportunities. | 8 th grade students will be educated regarding 9 th grade opportunities. To complete course selection forms. | Counselors will meet with all 8 th grade students. Course information and career pathway opportunities will be discussed. Extracurricular and sports options will also be presented at this time. | Students will select courses for 9 th grade which will be dependent upon their successful completion of 8 th grade courses. | Students select proper courses totaling a minimum of 6 ½ credits. | Middle school counselors. | Curriculum guide, student management system, course selection forms. | Prepare course selection sheets for students, input all course selections into the student management system, send copies of course requests home to parents, maintain request changes throughout the remainder of the year, coordinate with middle school teachers. | ii.1, ii.4 |

Middle School / High School Counselor Review of At-Risk Students

Target Grade: Incoming 9th Grade

Time Frame: May/June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|---|---|---|---|------------------|-------------------------|
| The high school counselors need information about their at-risk incoming 9 th grade students. | Counselors obtain academic and developmental information for incoming 9 th grade students who are at-risk from the middle school counselors. | High school counselors obtain information from the middle school counselors. This provides an opportunity for the high school counselors to become aware of the special academic and social needs of entering at-risk students. | High school counselors will be knowledgeable of the needs of at-risk incoming students. | Each counselor will have the necessary information about entering at-risk students. | High school and middle school counselors. | Student Records. | ii.1, ii.4 |

New Entrant Student & Family / Counselor Meeting

Target Grade: K – 5

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|---|--|---|--|-----------------------|---|-------------------------|
| To obtain information regarding academic standing and social/emotional functioning. | Counselors make students & parents aware of current programs in the Copiague School District. | Meet with student and parent/guardian upon arrival to the school district in order to discuss classroom placement and school procedures. | Students will be introduced to their classroom teacher and be provided with a tour of the school. | The student is appropriately placed in a classroom that will meet his/her individual academic needs. | Counselors, Teachers. | Cumulative folder, registration form, immunization form, school calendar. | i.1, i.2, i.8 |

New Entrant Student & Family / Counselor Meeting

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|---|---|--|--------------------------|--|----------------------------|
| To obtain information regarding academic standing and social/emotional functioning. | Counselors accurately place students in classes that correspond to previous academic placements. Counselors make students & parents aware of current programs in the Copiague School District. | Meet with student and parent/guardian to discuss courses offered and school procedures. | Students will be scheduled for courses that will allow them to pursue college and career goals as well as meet graduation requirements. | The student is appropriately placed in classes that will meet his/her individual academic needs. | Counselors, Secretaries. | Cumulative folder, registration form, immunization form, bell schedule, residency packet, list of clubs and school calendar, district website. | ii.1, ii.2, ii.4.6, ii.4.7 |

New Entrant Records Retrieval and Appraisal

Target Grade: 6 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|--|--|---|--|---|-------------------------|
| Accurate academic records on new entrants are necessary. | To place students in appropriate courses based on previous academic and/or testing results. | Any information parents and students have at registration is gathered. A formal request for records is made from the previous school. Counselors follow up with phone calls to obtain missing information and/or obtain clarification of records received (i.e., current courses, grades-to-date, science labs, course descriptions, state assessment scores and AIS information). | Students will be accurately scheduled with consideration given to their abilities, interests and progress towards graduation requirements. | Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file. | Counselors, secretaries, other district personnel. | Phone, fax machine and cumulative folder. | ii.1 |

Guidance Publications

The Guidance Department writes and/or updates a number of publications each year. These are designed to provide students and their parents/guardians with important and timely information.

We take pride in the quality of our district's publications and consistently look for ways to help students receive all of the information they need to help them achieve their goals.

The High School Guidance e-board is updated monthly and houses all publications in addition to the “Road to College” PowerPoint presentations for grades 8-12. Students and parents/guardians are encouraged to access the e-board frequently.

Curriculum Guide

Target Grade: 8 – 12

Time Frame: Year Round

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|---|---|--------------------------|--|--|----------------------|
| Students require assistance in selecting courses appropriate for their educational plans, to fulfill graduation requirements and to become college & career ready. | To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary plans. | The Guidance Coordinator will post the curriculum guide online once it has been finalized by the administration. A parent letter will be drafted to inform parents of the scheduling process and the location of the curriculum guide for reference. Subject teachers will review all available courses in their area with their students. Students are expected to review their proposed schedule with parents. Annually, counselors will meet individually with students to appropriately schedule them for courses as determined by departmental recommendations. Student course requests are inputted into the student management system. Counselors follow-up with students regarding problems with their schedules. Students who experience course failures are rescheduled after summer school sign ups and again after summer school completion. | Students will have a schedule that supports his/her vocational and educational plans, while assuring district and state compliance. | Students will meet their academic goals. The number of Regents diploma recipients and the number of students accepted into post-secondary educational placements, or the military will be considered. | Counselors, chairpeople. | Course selection sheets and computer system, meetings with special area teachers to update course offerings. | Meet with chairpeople to discuss course offerings, update course elective choices. | ii.1, ii.4.1, ii.4.7 |

High School Profile

Target Grade: 12

Time Frame: Summer

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|---|---------------------------|-------------------------------------|------------|--|------------------|
| Colleges need information regarding the population, demographics, grading policy of the school, etc. in order to accurately assess the records of the student. | To design a document that is user friendly for colleges to assess a student's records. | The Director of Guidance gathers graduation data, community data, course offerings data, class rank and grading procedures in order to compile a one-page document. | College admissions representatives will be able to assess students fairly in the college application process. | Student acceptance rates. | Coordinator of Guidance, secretary. | Cardstock. | Gather updated pertinent information, make copies. | ii.4.6, iii.3 |

Scholarship Bulletin

Target Grade: Primarily Grade 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|--|--|--------------------|--|--|------------------|
| Students need to be aware of the scholarship opportunities available. | To help students research potential scholarship opportunities. | Students are made aware of scholarships through a monthly bulletin, the guidance e-board, and referrals to online resources such as Fast Web and Naviance. The Scholarship Bulletin is developed monthly by the Guidance Department and distributed to students through English 4 classes. | Students will become aware of and apply for various scholarships and recognitions. | Students apply for and receive scholarships. | School counselors. | Naviance, advertisements from community agencies, guidance scholarship bulletin, scholarship websites. | Gather information regarding scholarship opportunities from various resources. | ii.1, ii.4.6 |

“Looking Toward the Future”

Target Grade: 11

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|--|--|--------------------|--|---|------------------------------|
| Parents and students require a resource to refer to for guidance on the college / career process. | To give parents and students an easy-to-use document that outlines the post-secondary planning process. | School counselors will update the “Looking Toward the Future” publication every spring. Parents and students will be given a copy of the document during their junior conference meeting. | Parents and students will reference the document as needed throughout their post-secondary planning process. | Students complete tasks in a timely manner as they relate to the college application timeline. | School counselors. | “Looking Toward the Future,” publication, College Board information, Naviance, SAT preparation information, NCAA regulations, etc. | Gather updated information in order to revise the guide annually. | ii.1, ii.4.1, ii.4.6, ii.4.7 |

Summer Opportunities Bulletin

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|---|---|--------------------|--|---|-------------------------|
| Students need to be aware of the summer program opportunities available. | To help students secure summer work, internships, camp opportunities, and summer enrichment programs. | Students are made aware of opportunities through the e-board, the College / Career Room, counselor meetings, and the summer opportunities bulletin. | Students will become aware of and apply for various summer opportunities. | Students apply for and participate in summer opportunities. | School counselors. | Guidance summer opportunity bulletin, e-board. | Gather information regarding summer opportunities from various resources. | ii.1, ii.4.6 |

Guidance Google Classroom

Target Grade: 9 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|---------------------------------|--------------------|---|--|------------------------------|
| Students need to be aware of the services that are provided through the Guidance Department. | To post the most up-to-date information regarding the Guidance Department. | The guidance Google classroom is updated regularly and reflects the most current information regarding guidance functions. | Students are aware of the most current guidance information. | Student feedback and responses. | School counselors. | Computer, internet, various guidance resources. | Gather current information and post it in a timely manner. | ii.1, ii.4.1, ii.4.6, ii.4.7 |

College & Career Planning

The goal of the K-12 counseling program is to prepare students for life after Walter G. O'Connell Copiague High School. This process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school-to-career experiences to students. The middle school and high school counselors provide transitional programming at every stage. The ultimate goal is to ensure a successful adjustment from high school to college, the military or post-secondary employment. Developing career awareness, utilizing Naviance software and other resources, begins at the middle school level. College/career fairs, the processing of college applications, and providing students access to military and college representatives contribute to a comprehensive school-to-career program.

NYS CareerZone.org

Target Grade: 7 & 8

Time Frame: Fall & Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|--|--|---|---|--|----------------------------|
| Students need to be aware of how their interests may be related to future career choices. | To assist students in learning the importance of selecting a career that aligns with his/her interests and to explore the careers paralleling those interests. | A discussion about careers precedes the activity. Students complete an interest survey with NYS Career Zone. A printout of the careers most closely matching their own interests is given to each student. Students learn how to save information on the network and add it to their career portfolio. | Students will become aware of the relationship between their interests and potential future careers. | Students will review information and gain a better understanding of career choices. | Home and careers teachers, school counselors. | Ensure internet access to www.careerzone.org | ii.1, ii.3, ii.4.1, ii.4.6 |

Career Exploration / Interest Inventory

Target Grade: 9 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|---|---|--|--|---------------------------------------|---------------------|----------------------------|
| Students need opportunities to explore career pathways. | Counselors will work with the business department to facilitate career exploration. | Counselors will facilitate the course selection process during student scheduling. Students will open an account with Naviance in order to utilize the tools available. | Students will complete a career interest inventory and be exposed to the many career pathways available. | Students can make decisions to pursue or change career pathways based on the results obtained while conducting research on careers through Naviance. | School counselors, business teachers. | Computer, Naviance. | ii.1, ii.3, ii.4.1, ii.4.6 |

College Day

Target Grade: K – 5

Time Frame: January

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|---|---|---------------------------------------|--|--|------------------|
| Students will benefit from the opportunity to gain information on college and career options. | Students will learn more about college and career readiness. | School counselor will coordinate and facilitate activities related to College Day as designated by the building principal. | Students will have a greater understanding of college and career options. | Students will provide feedback on their learning. | Administrators, counselors, teachers. | Teacher And counselor created lessons. | Be part of a committee to prepare for the event. | i.1, i.2, |

College Day

Target Grade: 6 – 12

Time Frame: January

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|--|---|---|-------------------------------------|--|---|
| Students will benefit from the opportunity to gain information on college and career options. | Students will learn more about college and career readiness. | Speakers present programs in individual classrooms. Alumni visit to discuss their college experiences. Teachers introduce the college essay, college resume, college majors and college applications. Teachers and administrators create a college environment through bulletin board decorating, wearing college attire, creating college activities, etc. | All participants will have enhanced perspectives regarding college and career readiness. | Students will provide feedback on their learning. | College Day Committee members, school counselors, teachers, administrators. | Alumni, volunteers, guest speakers. | Contact career professionals to present, set up schedule for presentations, counselors meet to review information to be presented, prepare flyers, contact area college representatives for presentations. | i.1, i.2, ii.1, ii.4.1, ii.4.6, iii.2.2 |

College Planning

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|---|--|--|--------------------|--|--|----------------------------|
| Students need to be knowledgeable about post-secondary options. | To have students explore college majors that fit their interests and abilities, facilitating their college selection process. | Meet with students during individual and group conferences. Post-secondary options will be discussed and a general pathway will be decided upon. A variety of other factors including college size, geographic location and entrance difficulty will be factored into the search. A list of several schools that meet the student's needs will be produced. | Students will gain knowledge regarding college and career expectations and requirements. | Students can make a decision to enter into post-secondary training in a career/major that fits their interest and ability. | School counselors. | Naviance, college and career room, College Board website, reference books. | Send passes for students, letters are sent to parents. | ii.1, ii.4, ii.4.6, ii.4.7 |

Junior College Planning Evening

Target Grade: 11

Time Frame: Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|--|--|---|---|---|--|------------------------------|
| Students and their parents require additional information and assistance as they continue to plan for their post-secondary goals. | To inform parents and students of available college and career options. To assist families in streamlining their post-secondary search. | An evening meeting will be hosted for parents and students. Admissions officers will be invited to share perspectives on how to select a college and best utilize financial opportunities. | Parents and students will become better informed on how to proceed with college and career planning. | Parent and student evaluations following the program. | Counselors, admissions officers, secretaries. | Appropriate handouts, Power Point presentation, computer, mailings, parent evaluations. | Secure admissions officers, send parent invitation home, update PowerPoint, ConnectEd call made. | ii.1, ii.4.1, ii.4.6, ii.4.7 |

Junior Conferences

Target Grade: 11

Time Frame: February – May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|--|--|--------------------------|--|--|------------------------------|
| Juniors need information about the college/career application process and their progress toward graduation. | To explain the college / career application process, gather information on future plans, and share information about colleges. | Counselors meet with each junior and their parent/guardian to discuss course selections for senior year. The college application process is explained. College visitation is encouraged and college search information and resources are reviewed. Graduation requirements, diploma type, resumes, college essays, financial aid, scholarships, letters of recommendation, SAT/ACT information, etc. are discussed. | Students will have the necessary information to conduct the college / career search process. Students will be aware of graduation requirements and the importance of academic success. | The junior conference checklist is completed by the counselor. The student and parent sign the form. | Counselors, secretaries. | Transcripts, junior conference checklist, “Looking Toward the Future” publication, various materials from the College/Career room. | Review and update the junior conference folder which contains pertinent information regarding the college process. | ii.1, ii.4.1, ii.4.6, ii.4.7 |

Senior Information Evening

Target Grade: 12

Time Frame: October

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|-------------------------------------|------------------------------------|--|--|----------------------|
| 12 th graders and their parents need a review of the college application process. | To ensure that seniors are finalizing their college and career plans and that they are meeting all required deadlines. | The Director of Guidance will present information on the application process, financial aid, the college fair, graduation requirements and Naviance software that can be used in this process. A question and answer session follows presentation. | Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges. | Parents and students give feedback. | Director of Guidance, secretaries. | Power Point, computer, mailings, handouts. | Mail home invitation, ConnectEd call made to each home, review Power Point presentation and update with changes, gather college resources from college/career room, handouts are copied. | ii.1, ii.4.6, ii.4.7 |

Senior Conferences

Target Grade: 12

Time Frame: September, October, November

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|--|---|--|--------------|--|---|-------------------------|
| Students need to review graduation status, post secondary school plans, and the college admission process with their counselor. | Seniors will understand their responsibilities in terms of graduation requirements and post-secondary planning. | Counselors meet with seniors to assist with and review college applications, admissions deadlines and financial aid forms. Counselors will assist students pursuing vocational training. | Students understand the college application and vocational process. | Students will file complete and timely applications for college admissions/employment. | Counselors. | Transcripts, student resume, senior conference checklist, Naviance, college essays, application checklist. | Schedule a conference with each student, secretaries send passes and follow up with students to reschedule as needed, review transcripts. | ii.1, ii.4.1, ii.4.6 |

Practice College Entrance Exam Administration

Target Grade: 10 and 11

Time Frame: October

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|---|--|--|---|---|--|--|-------------------------|
| Students need to be given the opportunity to gain experience with college admissions testing. | Provide students with the opportunity to take standardized tests. | Students are given the opportunity to gain exposure to practice college entrance exams. Exams are announced through the district newsletter, flyers, guidance e-board, in-school announcements, mailings, and ConnectEd calls. | Students will become familiar with standardized testing procedures and the type of questions they can expect when taking the SAT/ACT during their junior and senior years. | Counselors will receive feedback from students following exams. Students can also take part in SAT review courses and will receive interpretation of results. | High school counselors, teachers, administrators. | Classrooms, testing materials, registration forms, mailings. | Secure Princeton Review and begin advertising. | ii.1, ii.4.1 |

Practice College Entrance Exam Score Return

Target Grade: 10 and 11

Time Frame: Fall and Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|---|---|---|--|--|--|------------------------------|
| Students and parents need to understand the results of college entrance exams. | To provide students / parents with information regarding their individual strengths and weaknesses with regards to college entrance exams. | Practice college entrance exams are scored and are reported back to the school district. The scores are explained to parents and students at an evening event. Counselors use these scores to appropriately suggest strategies for score improvement. | Students and parents will understand the results of the exam. | Parents and students give feedback on their learning. | High school counselors, administrators | Princeton Review, mailings, testing results. | Secure Princeton Review and begin advertising. | ii.1, ii.4.1, ii.4.6, ii.4.7 |

Freshmen Classroom Push Ins

Target Grade: 9

Time Frame: September- October

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|--|---|---|---|---|---|------------------|
| <p>Incoming freshmen students need to know how to access support services. Freshmen students need to understand the importance of academics, developing a four-year plan, and a high school transcript. 9th graders need to be aware of extracurricular opportunities and understand the importance of being a “well rounded” student.</p> | <p>To support incoming freshmen as they transition into high school.</p> | <p>School counselors will push into the freshmen classes. Counselors will engage students by posing questions, students will actively participate through a Q&A.</p> | <p>Students will know their school counselor, social worker, the college and career room resources, and other services (social/emotional) support available to them in the guidance department. Students will understand what an “academic profile” is and recognize the importance of developing a four-year plan.</p> | <p>A survey regarding extracurricular activities will be handed out at the beginning of lesson, counselors will collect the questionnaires and distribute them to the caseload counselor.</p> | <p>High School counselors, College and Career Counselor</p> | <p>Sample transcripts, Student surveys.</p> | <p>Create a schedule for classroom push-ins, collaborate with the English department to select appropriate dates for each lesson.</p> | |

College Application and Selection Process

Target Grade: 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|---|---|--------------------------|--|--------------------|
| Completed college applications need to be processed. | To review, correct and process student's college applications, resume, college essay, letters of recommendation. | Students meet repeatedly with their counselors to review the selection process, ask questions and review college applications. Mid-year grades are forwarded to colleges that request them. Final grades are forwarded to the college of choice. After final approval by counselor; completed application, transcript, letters of recommendation and resume are sent to all colleges applied to. Student application information is tracked meticulously using the college application database. | Students select appropriate colleges and programs to meet their individual needs. | Results of applications are recorded on the database. | Counselors, secretaries. | College applications, transcripts, letters of recommendation, computers. | ii.1, ii.4, ii.4.6 |

College Fairs

Target Grade: 6 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|--|---|---|--|---|--|---|
| Students need to become aware of post-secondary educational opportunities in their college selection process. | Students will attend college fairs and meet with college representatives to gather information and determine their mutual compatibility. | Students will be made aware of fairs through the guidance e-board, announcements and individual conferences. Students and parents attend the fairs and talk directly to representatives of the colleges. They are able to receive first-hand feedback regarding the school's specific programs, requirements, environment, etc. | Students and parents will have a better understanding of various college program offerings. | Students will narrow their list of desirable colleges. | High school counselors, admission representatives, secretaries. | High school gymnasium, flyers, announcements, e-board, ConnectEd call. | i.1, i.2, i.8, ii.1, ii.4.1, ii.4.6, ii.4.7 |

College Representative Visits

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|--|--|---|---|---|----------------------------------|----------------------|
| Students need to be able to meet with a representative from a potential college. | Students will gain information on specific colleges to determine if the college will be a good match for them. | College representatives make appointments to visit the high school. Students are informed of upcoming visits. Students meet with representatives in order to obtain information. Counselors also meet with college representatives to get updates on programs, admissions requirements, etc. | Students will be able to assess a school's compatibility. | Students make informed choices regarding applying to and visiting colleges. | High school counselors, secretaries, college representatives. | College handouts, meeting rooms. | ii.1, ii.4.1, ii.4.6 |

On-Site College Admissions

Target Grade: 12

Time Frame: Fall / Winter

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|---|---|--|--|--|---|---|----------------------|
| Students need to have an opportunity to meet with a representative from a potential college and to receive an admissions decision from that college at the conclusion of the interview process. | Students will receive immediate information on their acceptance or denial to a potential college. | College representatives make appointments to visit the high school. Students are informed of upcoming visits through the college and career room, classroom presentations and the e-board. Students meet with representatives of their choice for an interview. The admissions representative will inform the student if they have been accepted or not at the end of the interview. | Students will be able to assess a school's compatibility and receive timely feedback from college representatives. | Students make informed choices regarding their future plans. | High school counselors, guidance secretaries, admissions representatives. | Meeting room, student documents (transcript, resume, letters of recommendation, applications, etc.) | ii.1, ii.4.1, ii.4.6 |

Military Advisement

Target Grade: 11 – 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|--|--|------------------------------------|---|------------------|
| Students who are interested in the military are given recruiter contact information and required testing information. | To connect the student with the appropriate recruiter. | Provide opportunities for students to meet with recruiters. | Students will receive information regarding possible options in the military service. | Feedback from recruiters and students. | Counselors, military personnel, secretaries. | Information packets, meeting room. | Phone conversations with recruiters to set up visitations. Meet with recruiters to discuss statistics regarding senior class. | ii.1, ii.4.6 |

Financial Aid Evening

Target Grade: 12

Time Frame: October and April

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|--|----------------------------|--|----------------------------|---|----------------------|
| Parents and students need information regarding financial planning for college. They need assistance on how to complete financial aid forms. | To provide financial planning information and support for parents and students for the complex process of applying for Federal and State financial aid. | Parents and students will be invited to attend a financial aid evening program. The evening will focus on college financial planning and explaining the appropriate completion for filing the Federal and State Financial Aid forms. | Parents and students will better understand the college financial aid application process. | Parent input and critique. | Counselors, college financial aid representative, secretaries. | FAFSA worksheets, pencils. | Secure the financial aid representative, send information to parents, prepare handouts. | ii.1, ii.4.6, ii.4.7 |

G.P.A. / Rank

Target Grade: 12

Time Frame: September – June

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | NYSED Regulation |
|--|---|---|--|--|--------------------------|---|-------------------------|
| To identify the academic standing of current 12 th graders for graduation & post-high school selection. | To establish an accurate academic standing for colleges, scholarships & graduation. | Counselors verify the students' grades in the student management system and verify the accuracy of course weights and grade calculations. Students' GPAs are calculated at the end of the sixth semester of high school. The Valedictorian and Salutatorian are determined based on the two highest GPAs in the graduating class. | Information sent to colleges and other high schools will accurately reflect student achievement. | Accurate information in the student management system. | Counselors, secretaries. | Computers, report cards, transcripts, calculator. | ii.1 |

Sophomore Career Exploration

Target Grade: 10

Time Frame: February-May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|---|---|---|------------------------------|--|--|-------------------------|
| Students need to explore their interests, strengths, and personality so they can conduct research on career options. | Students will take an interest inventory and identify their unique Holland Code. Students will use that information to conduct career research. | Students will utilize computers to access O*NET's "My Next Move." Students will use the results from the interest inventory, "My Next Move" to conduct career research. | Students will learn what career cluster best matches their interests and will be able to conduct career research. Students will be able to identify careers that require various levels of preparation. | Students will take the "My Next Move" interest inventory. | College and Career Counselor | Computers, O*NET website, Enhanced Occupational Outlook Handbook | Create a schedule for classroom push-ins, collaborate with the English department to select appropriate dates for each lesson. | |

College Entrance Exam Support

Target Grade: 11 and 12

Time Frame: Fall and Spring

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|---|--|---|---|---|---|---|---|------------------|
| <p>Students need to understand the resources available to help them prepare for their college entrance exams. Students need to be able to interpret their scores and understand the role entrance exam scores play in the college admissions process.</p> | <p>Students will know how to access important study tools. Students will be able to interpret exam scores and identify areas that need improvement. Students will recognize the importance of taking college entrance exams in their junior year and how that data is crucial in creating a balanced list of colleges.</p> | <p>Students will be instructed to download College Board’s app: “Daily Practice for the SAT.” The College and Career Counselor will teach the students how to navigate the unique features. Features include: “SAT Question of the Day,” “Scan and Score,” and “Performance History.” The counselor will show students how to connect to Official SAT Practice at Khan Academy for personalized practice.</p> | <p>. Students will be equipped with study material that fits their lifestyle and can be easily accessed from their mobile device. Students will work to improve previous test scores.</p> | <p>The College and Career counselor will reinforce the use of study material and will work individually with students to review test scores and help students create individual study plans. Performance history will be evaluated.</p> | <p>College and Career Counselor, High School Counselors</p> | <p>Computers, mobile devices, Khan Academy, College Board’s app “Daily Practice for the SAT.”</p> | <p>Students will be encouraged to take the PSAT in the fall of their sophomore/junior year.</p> | |

Financial Aid Lessons

Target Grade: 11-12

Time Frame: September- May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|---|--|------------------------------|---|--|------------------|
| Students need to make informed financial decisions about how to pay for college. | Students will be able to interpret and compare financial aid packages and will understand student loan repayment options. | As a classroom push in, students will create a SUNY Smart Tracker account and take the pre-assessment to assess their current understanding of financial aid. Three additional lessons will take place throughout the year. Each unit will cover key factors: “Understanding Your School’s Worth,” “Maximize Your Financial Aid” and “Covering the Financial Gap.” The lessons will combine PowerPoint slides, videos, classroom discussions and group activities. | Students will gain knowledge regarding financial aid and plan for future college costs. | Students will take a pre-assessment during the first lesson. After each unit, the students will take a Quiz to assess what they learned. | College and Career Counselor | Computers, SUNY Smart Tracker website, College and Career Room. | Create a schedule for classroom push-ins, collaborate with the English department to select appropriate dates for each lesson. | |

Junior Naviance Lessons

Target Grade: 11

Time Frame: February-May

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|--|--|--|--|---|--|---|------------------|
| <p>Juniors need to be aware of the different Naviance features, understand how to navigate the website to find important college and career information, and know how to use that knowledge to help them make informed post-secondary decisions.</p> | <p>Students will be aware of their academic profile and will use that data to create a balanced list of colleges. Students will know how to log into their Naviance accounts, and they will be able to conduct college and career research. Students will create a balanced college list</p> | <p>Classroom push-in. Using the SUNY Admissions Information Summary” sheet, students will identify “reach” “realistic” “reliable” schools based upon their academic profile. Students will watch a presentation, highlighting important Naviance features. The school counselor will educate students on important college factors (i.e.: retention rate, graduation rate, costs, majors, extracurriculars, etc.).</p> | <p>Students will add colleges to their “Colleges I’m Thinking About” list on Naviance and will have the knowledge necessary to continue conducting college research.</p> | <p>Students will provide feedback on their learning during classroom push-ins, group counseling sessions, and individual meetings.</p> | <p>College and Career Counselor, High School Counselors</p> | <p>Computers, mobile devices, Naviance, Naviance Student app</p> | <p>Prior to scheduling, make sure all juniors have a Naviance account. Meet with students during January scheduling to update Naviance username and passwords. Create a schedule for classroom push-ins, collaborate with the English department to select appropriate dates for each lesson.</p> | |

College Application Workshops

Target Grade: 12

Time Frame: September-December

| Need | Objective | Activity | Outcome | Assessment | Staff | Resources | Preparation | NYSED Regulation |
|--|---|--|--|---|------------------------------|--|--|------------------|
| Students need support and guidance to complete college applications and supplemental supporting documents. | Students will have access to three different college application workshops: “How to Complete a College Application” a “Resume Writing Workshop” and a “College Essay Workshop.” | During scheduled workshops, students will utilize the computers in the College and Career room and the college and career counselor will provide guidance through the application process. | Students will complete their college applications in a timely manner. The college and career counselor will answer questions, provide resources and support, and review applications prior to submittal. | Students will submit complete, accurate applications including well developed resumes and college essays. | College and Career Counselor | College and Career room, computers, college applications | The College and Career counselor will develop a schedule for the workshops and advertise the workshops to students through the Remind app and the AM/PM announcements. | |

Copiague Public Schools

Transitioning Children and Youth Neglected, Delinquent, or At-Risk of Withdrawal

The Copiague Public schools has established an outcome-oriented process that is reasonably calculated to promote the successful movement from the community to a residential or correctional program setting, and from a residential or correctional program setting to post-residential or post-incarceration setting.

The district identifies three elements of successful transition:

1. It must promote successful movement between the facility and the community.
2. It must take a team based approach to developing coordinated activities as part of the process
3. It must involve parents and family members in improving the educational achievement and school attendance of transitioning students and/or preventing the involvement of their children in delinquent activities.

Successful movement between the facility and the school community requires timely registration and re-entry to the district school, awareness of all the systems and policies in place to help support the youth in navigating these systems, and also requires successful movement of records and processes to support the youth in acquiring appropriate academic, career and technical, behavioral, social, and independent-living skills with a focus on preparing youth for college or career.

In order to successfully transition a youth, in accordance with the three elements discussed above, a transition team will be convened consisting of the student, a parent/guardian, a social worker, a teacher, and a guidance counselor, and the team will invite any pertinent agency officials or representatives to participate in person or by phone. Coordinated activities involve both the district and the residential facility or detention center, or pertinent agency such as the New York State Office of Children and Family Services (“OCFS”), or the Suffolk County Department of Social Services (“DSS”), working together to plan for and ensure that youth involved receive appropriate support services at all stages. The District’s Transition Team Coordinator will oversee the transition planning of individual students.

To effectively involve parents and family members in improving the educational achievement of transitioning students, regular and consistent communication with the youth and family in a language they can understand must occur. Ongoing communications should include student progress toward meeting educational goals, suggestions for activities that will assist the students and families in meeting goals, and guidance in the establishment of relationships with community organizations and resources. The district’s transition team shall seek out relevant funding for transition services, including but not limited to Title I, Part D funding, which reflects current and anticipated future demand.

Ref:

CR 100.2(ff)(a)(2)

CR 100.2(ff)(a)(2).

Enrollment of youth released or conditionally released from residential facilities.

1. It shall be the duty of the board of education and the superintendent of schools of each school district to ensure:
 1. that any youth presented for enrollment who is entitled to attend the schools of such district pursuant to Education Law, section 3202 and who is released or conditionally released from a residential facility operated by or under contract with the Office of Children and Family Services, the Office of Mental Health, the Office of Mental Retardation and Developmental Disabilities or a local department of social services is promptly enrolled and admitted to attendance in such district, and that school district personnel cooperate with such facilities and agencies in facilitating such prompt enrollment;
 2. that the youth's educational records are requested from the school such student attended while in the residential facility; and
 3. where applicable, that the educational plan for such student's release or conditional release, as submitted to the family court pursuant to Family Court Act section 353.3(7)(c), is implemented.
2. Each school district shall designate one or more employees or representatives to facilitate the prompt enrollment of students who are released or conditionally released and whose duties shall include, but are not limited to, the receipt of student records and serving as a district contact person with residential facilities and State and local agencies.