

# NORTH TONAWANDA CITY SCHOOL DISTRICT

## ***STUDENT SERVICES DEPARTMENT***

### GUIDANCE PLAN (K-12)

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NORTH TONAWANDA, NEW YORK  
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POLICY	2011	8230
	Instruction	

**SUBJECT: GUIDANCE PROGRAM**

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

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

**Guidance Program (K through 6)**

A coordinated guidance program in grades K through 6 shall be developed and implemented to:

- a) Prepare students to participate effectively in their current and future educational programs;
- b) Help those students exhibiting any attendance, academic, behavioral or adjustment problems;
- c) Educate students concerning avoidance of child sexual abuse; and
- d) Encourage parental involvement.

**Guidance Program (7 through 12)**

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

- a) Each student's educational progress and career plans will be reviewed annually;
- b) Instruction at each grade level to help students learn about various careers and career planning skills;
- c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement postsecondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement; and
- d) Employment of personnel certified or licensed as school counselors.

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(j)

Adopted: 11/8/11

## **RELATIONSHIP OF BOARD OF EDUCATION PHILOSOPHY TO SCHOOL COUNSELING PROGRAM**

The School Counseling Program has as its primary objective the helping of each student in realization of his/her potential through a continuous planned program with emphasis on the developmental needs of each student.

The purpose of the School Counseling Program is to assist students through the Common Core Learning Standards.

- a) Understand the school and its environment;
- b) Understand themselves in relation to others;
- c) Understand the importance of making choices and responsibility for decisions made;
- d) Understand their academic progress in relation to their strength and weaknesses; and
- e) Understand themselves in relation to educational vocational opportunities and requirements and become an educated and competent adult.

The School Counseling Program serves all students, those with varying kinds and degrees of ability, with diverse types and levels of achievement and interests, and from all social-economic levels.

Counseling services for students shall include both advisory assistance and counseling in regards to the curriculum, career plans, attendance problems, and behavioral or adjustment problems. The counselor-student relationship is private and thereby requires compliance with all laws, policies and ethical standards pertaining to confidentiality.

Through the School Counseling Program and the counseling relationship, students learn to take responsibility for decision-making in regard to their educational progress, career plans, and personal and social development. School counselors work in conjunction with teachers, administrators, parents, support staff and community members to provide a framework for student learning and growth.

## RELATIONSHIP OF REGENTS GOALS TO GUIDANCE PROGRAM

### Regents Mission

To raise the knowledge, skill, and opportunity of all the people in New York.

### Regents Vision

We will provide leadership for a system that prepares the best educated people in the world.

### The Regents Plan for the Next Stage of Educational Reform

For a decade, student achievement has improved in response to Regents policy and local action. But the improvement is not sufficient. The achievement gap has narrowed but not closed. The world has also changed as billions of people have entered the global economy and ignited a global education boom. Every society that can afford to do so is moving urgently to improve knowledge and skill and close their own version of the achievement gap. The Regents will engage with statewide and local partners on the actions below, adopt or recommend policy as appropriate, and, with the State Education Department and all of USNY, seek improved results system wide.

A comprehensive developmental school counseling program facilitates the educational process. Opportunities will be provided for all students to achieve the skills, knowledge, and attitudes that will assist them in attaining the goals and sub-goals of the Board of Regents, as well as becoming college and career ready.

### Regents Goals

1. Each student will master communication and computation skills.
2. Each student will be able to apply methods of inquiry and knowledge learned through disciplines and use the methods and knowledge in interdisciplinary applications
3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents.

### Comprehensive Development School Counseling Program

The school counseling program will assist all students in developing effective communication skills. Individual counseling and guidance and group interaction will foster active listening, reflecting, responding, and self-expression.

The school counseling program will reinforce skills of gathering information, decision making, communication and planning by focusing on their use in various academic disciplines. It will assist each student to apply practical methods of inquiring as they relate to each subject area. Students will make an effective transition from current academic pursuits to college and career readiness.

The school counseling program will provide students with skills and opportunities to develop self-awareness and constructive self-expression. It will encourage the use of talents and appreciation of the arts as a lifetime interest. Students will acquire an appreciation of and a respect for cultural diversity.

4. Each student will acquire and be able to apply knowledge about political, economic and social institutions and procedures in this country and other countries.

The school counseling program will support and encourage opportunities for students to participate in school and community activities to gain an understanding of political, economic, social, cultural and environmental system.
5. Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government.

The school counseling program will provide students with the skills and knowledge to assist them in making realistic decisions. Through individual and group counseling, students will acquire a respect for self and others and learn problem-solving skills which they can apply to their life.
6. Each student will develop the ability to understand others. The program will promote differences in race, sex, ability, cultural heritage, national origin, religion and political, economic, and social background, enabling students to understand their values, beliefs and attitudes.

The school counseling program will assist students to develop an awareness of self and to achieve an understanding and respect for self and others. The program will promote opportunities for the school community to recognize, respect and appreciate individual differences and similarities.
7. Each student will acquire knowledge of the consequences of his/her choices and how they relate to themselves and the community.

The school counseling program will promote opportunities for students to understand the consequences of their choices and actions as these pertain to the student's environment.
8. Each student will be prepared to enter post-secondary education and/or career-level employment at graduation from high school.

The school counseling program will help students to develop self-understanding, self-esteem, personal goal setting, decision-making and communication skills, and to help them understand how their role as an individual, family member, community member, and learner relates to career plans.
9. Each student will develop knowledge, skills and attitudes which will enhance personal life management, and will enable functioning effectively in a democratic society.

The school counseling program will provide and encourage opportunities for prevention and intervention activities which assist students in acquiring and maintaining physical, mental and emotional wellness. Intervention strategies, including individual and group counseling, will provide students with adjustment, coping and pro-active skills.
10. Each student will develop an appreciation for lifetime learning and constructive use of such learning with the capacity for undertaking new studies synthesizing new knowledge and experience with the known, refining the ability to judge and applying skills needed to take ethical advantage of technological advances.

The school counseling program will provide students with the knowledge and skills necessary to understand how their roles as an individual, family member, learner and worker relate to their life career plan. It will foster their commitment to setting personal goals for lifetime learning and assuming responsibility for meeting and adjusting their goals to a changing society.



## RELATIONSHIP OF A NEW COMPACT FOR LEARNING TO GUIDANCE PROGRAM SCHOOL TO WORK/COLLEGE TRANSITION

The Comprehensive Developmental School Counseling Model reflects the principle that learning is for all children. The emphasis on mastery is reflected by the goal to help all children achieve their greatest academic, social, and personal potential. Local development of objectives and standards of excellence can be done within the context of the required guidance plan and program. Other aspects of the plan and program include:

- \* The emphasis on parent involvement; school counselors and other pupil personnel services providers are often the major link between the family and school.
- \* The counselor's knowledge and understanding of students' developmental needs makes them a valuable resource in helping to develop new forms of organization and operation within our schools.
- \* The counselor's role in school/college and school/work linkages; by emphasizing both types linkages, the efforts of the school counselor will be equitably provided for all students.

### SCHOOL TO WORK/COLLEGE TRANSITION

As school counselors our ultimate goal is to better prepare our children in school to be successful in college and careers. The workforce of tomorrow requires that schools teach a variety of skills which go beyond the basic reading, writing, and mathematics. Students must now be prepared to cooperate in problem solving and be effective communicators. The Comprehensive Developmental School Counseling program will encourage students to learn to live, learn and learn to work. From kindergarten through the twelfth grade, students will obtain a broader perspective to assist in their entrance into the work force.

In addition, in order to be successful in the work place of tomorrow, our children must prepare themselves to face the challenges of new technology and change. To do this, every student must prepare themselves, not just for the minimum basic skills, but for their maximum potential. That means that every high school student should focus on course work that will enable them to enter college whether in a two year or four year program. Every student, whether they enter a vocational/technical field or a four year college plan must be prepared to accept the necessity of advanced study in their career choice. Many students will face the eventual need to be retrained in another career as technology eliminates certain job positions and makes certain careers obsolete.

To this end, the New York State Education Department and our school counselors believe that expanding and redefining our definition of college and career readiness includes benchmarks in multiple domains over time that will help all educators in the State to assess and improve students' college and career readiness. These domains include:

1. Core Academic Knowledge and Skills- Defines the *academic* knowledge and skills students need to be successful in college and careers.
2. Key Behaviors and Attitudes- Specifies the *non-cognitive*, socio-emotional knowledge and skills that help students successfully transition from high school to college and careers.
3. Career Specific Knowledge and Skills- Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

## PROGRAM COMPONENTS:

A comprehensive developmental school counseling model includes four major components:

Counseling, Consultation, Collaboration, Developmental Guidance, and Counseling Strategies

### COUNSELING:

*Counseling is the prime focus of the school counselor's time and skills. The counseling process is planned to meet the needs of all students along a continuum spanning developmental needs, problem-centered issues and crisis intervention. Counseling becomes a positive step toward growth and development. Student's needs are best met through individual and/or group counseling.*

Individual Counseling is a helping process. A variety of techniques are used to assist students in their normal personal, social, educational and career development. Individual counseling provides interventions for students with concerns.

Group counseling is an essential part of the school counseling program which emphasizes the importance of peers in student development. Students learn that they are not alone and that others share similar problems which include divorce, failing grades, parent/teen or peer conflict. Students learn to give and receive feedback, develop an understanding of themselves and others and practice new behaviors in a safe, non-threatening environment.

The following counseling needs can be met individually or within groups:

Developmental Counseling is assisting students to develop an understanding of themselves, utilizing coping strategies, and exploring alternatives through a "developmental milestones" approach. This model's primary focus is preventative by design and places emphasis on the delivery of developmental counseling, thereby reducing the need for crisis or problem centered services.

Problem Centered Counseling is helping students who are experiencing difficulties which impede their progress. Through individual counseling, problems such as a failed test, a disagreement with a teacher, personal or parental problems, alcohol or drug abuse, or family issues may be explored. Students may find counseling a good place to address problems common to their developmental stage, age or family situation.

Crisis Counseling is seen as addressing unforeseen events such as suicide, rape or abuse. Students may require intensive, short term assistance for events perceived as immediate and emotionally upsetting.

### *School Counseling Issues*

Students bring a variety of concerns to the school counselor including such issues as: report cards, college selection, test interpretation, career directions, schedule conflicts, or course failure. For many students, personal conflict, peer pressure, and decision making issues impact on their ability to achieve success. Counselors utilize these presenting problems as springboards to help students accomplish educational, career, and personal goals. The students' presenting problem offers a unique self-initiated opportunity to begin to achieve new insights toward developmental competence through counseling.

Students' needs occur at all levels (elementary, middle, and high school) and include the following representative areas which were identified by the American School Counselor Association in 1990 and are still applicable today:

- Coping with family issues: includes divorce, single parent homes, step parenting and sibling issues, foster care guardianships; death, loss, grief; parental job loss; alcohol or other drug use; physical, emotional, or sexual abuse; poverty, homelessness; change of residence/school; incarceration or other legal problems and working parents.
- Dealing effectively in interpersonal situations: includes communication skills; coping with peer pressure; accepting responsibility for actions; respecting the rights of others; understanding and accepting individual differences and getting along with others.
- Becoming an effective and responsible learner: includes: attitudes about school as they relate to academic competition, and failure, school phobia and adjustment, school refusal, individual learning styles; responsible school behavior and conflicts with teachers.
- Addressing personal adjustment problems: includes stress management; depression, suicide; eating disorders; addictions and health problems.

Many traditional educational and career planning activities addressing these needs can be integrated into the counseling process (e.g. requests for schedule changes, college application deadlines, test results, chronic absence or tardiness; suspensions; playground fights, etc.)

#### *Career Counseling Development:*

School counselors assist students with needs surrounding life's roles and career identities which are constantly changing in society. Therefore, the school guidance program subscribes to the New York State Education Department's *Learning Standards for Career Development and Occupational Studies* (CDOS) to meet these needs. The Standards include:

#### Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

#### Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

#### Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

#### Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

More information about the CDOS standards can be found at <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

## CONSULTATION:

*School counselors, by virtue of their training and expertise, assist individuals and groups in a variety of ways in addition to formal counseling. The consultation process includes advisory assistance, mentoring, role modeling, expanding awareness and other interactive approaches. Consultation is not limited to students and may include staff, parents and/or guardians as well as other school and community groups. Consultation with teachers, parents, business, and commercial groups helps school counselors assist students and enhance the total school environment. Through consultation, students benefit from the knowledge, information and skills of others.*

1. **With Staff** - Counselors provide support for teachers, administrators and staff who are all participants in implementing the counseling plan. Through the counselors' modeling and expertise in communication skills, group dynamics, and student development, they assist staff in resolving such issues as: classroom management, learning styles, grouping changes in student behavior, transition between schools, and the impact of social, economic, and cultural problems in learning.

Many school counseling activities already support the consultation role by:

- collaborating with classroom teachers to develop guidance programs and activities
- participating in building or district committees
- conducting staff development workshops or arranging counseling issue oriented programs on professional development days
- sharing resources with classroom teachers
- supporting middle school teaching teams
- arranging peer helper activities
- participating in Special Education activities such as: Student Support Team meetings, IEP, and Annual Review meetings
- giving presentations to students, parents, and community members
- addressing the Board of Education on the School Counselor's role in the developmental needs of children
- helping teachers to work more effectively with an individual student
- responding to faculty concerns about the developmental needs of students
- interpreting test results to parents/guardians, students and teachers
- facilitating transition from school to school, grade to grade, and school to college/work

2. **With parents/guardians** - School counselors provide consultation in order to improve student success in a variety of ways. Consultation may range from academic and career concerns to more specific skill oriented needs such as parenting or communication skills. Consultation with parents/guardians and the entire family, demonstrates counselor recognition that the individual is part of a system. Student success is greatly influenced by this system which, without assistance, inhibits individual change. The school counselor has emphasized the value of parent consultation; however, it is important at all levels of education. Involvement with parents/guardians requires a flexible counselor schedule; societal changes, shift work and extended commuting, push the student and family's needs for services into non-traditional school hours.

Outreach activities are important in linking parents and families with schools in establishing partnerships. Activities which provide opportunities for counselors to meet and build relationships with parents and families include: parent newsletters, parent workshops, evening programs on substance abuse, stress, coping with

divorce, academic pressure and college nights. These activities are not ends in themselves, but are invaluable tools to promote student development goals and the counseling process.

3. **With peer facilitators** - Counselors can utilize the power of peer influence to achieve positive outcomes in such skill areas as communication, friendship, self-awareness, decision-making and peer refusal. Peer helpers can be effective in peer tutoring, mentoring programs, school orientation, peer group discussions and hotlines. Counselors can provide training for peer leaders in listening, communication, referral and group leadership skills, as well as providing supervision and on-going training for peer leaders. Both peer leaders and those students who are assisted can benefit from this experience, thereby achieving student developmental outcomes.
4. **With the community** - The community is an important partner in student development. Through community and business partnerships, school counselors help promote an understanding of the many roles a young person will play such as student, family member, citizen, future parent and worker. Students can be helped in their understanding of the world outside the school through such programs as community speakers, tutors, school “adoptions”, grandparent volunteers, career days, shadowing and business mentors. These connections promote counseling goals in the areas of decision making, conflict resolution, accepting cultural diversity, interpersonal skills, career awareness and the world of work.

Additional consultation concerning mental health related issues, including prevention, program planning and crisis intervention, provides a valuable service to the community. Also, the use of the “community as advisors” in committees, advisory groups and meetings of community agencies and providers enhance the network for counselor referrals.

5. **With referral sources** - The school counseling program is an important link between home, school, and potential referral sources. Assisting individual and families in their selection of appropriate services is both a part of the counseling and consultation process.

The counselor acts as an advocate for the student and family, assisting them with referrals for counseling and support services. Referrals are coordinated in the school with the Student Support Team and/or Student Assistance Program. In the community such services as juvenile centers, treatment and rehabilitation programs, hotlines and parent support groups are part of the counselor’s network.

The school counselor provides and distributes up-to-date referral lists of appropriate agencies’ hotlines and resources. The school counselor collaborates with school psychologists, school social workers, school nurses and student assistance personnel in order to maintain on-going contact and to evaluate the effectiveness of referral sources. Making appropriate referrals does not end the counselor’s relationship. The school counselor coordinates and follows-up with referral sources to ensure that services are being provided to the student and his/her family.

6. **With business and industry** - Within the community many businesses exist as a potential partner for school programs. Some of the larger corporations have developed outreach programs to schools, offering partnerships of various types. One corporation, Coopers & Lybrand, prints a newsletter *Supporting Youth Education*, which noted that:

*“Business can be vital to solving problems in our schools, but its efforts should concentrate on the most effective programs. From a teacher’s perspective, here are some ways business can make the biggest contribution.”*

- Student mentoring
- Field trips and/or job shadowing programs
- School advisory boards
- Parent/teacher conferences (by making flexible work schedules for parents to attend daytime conferences)
- Local school boards or foundations (by becoming involved, supporting innovative programs and establishing business/school foundations)

Business—Education Partnerships have become another vehicle for funding educational programs. Businesses can “adopt” a program through contributions of dollars or supplies. In return, businesses receive not only publicity for supporting youth and contributing to education, but also, the intangible personal reward of helping children.

<b>COLLABORATION:</b>
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*Counselors assume a pivotal role in the school system as a whole by engaging in activities which organize, manage and promote the comprehensive developmental school counseling program. Because of their unique position which allows them to view the school in totality and to be visible to the community school counselors are best suited to promote the Developmental School Counseling program. The counselor’s clinical skills and knowledge may be used, in an organized way, to encourage the school to become sensitive to those aspects of learning and development most associated with life success.*

1. **Collaboration activities** include all of those activities designed to bring the counselor, school and community together for the improvement of the student and to make the counseling environment a positive one. The school counselors need to play an important part in getting systems to work together on activities which advance a common goal. These activities may include, but not be limited to: activities which support parent involvement in their children’s education, counselor newsletters; staff development meeting (e.g. stress, grieving; community program; college nights; financial aid nights; career days, etc.); serving on advisory committees or creating community organizations (interagency meetings) to advance the common good.
2. **Management activities:** The management of the Developmental School Counseling program is coordinated by the school counselor and is shared by the entire staff in various ways. The school counselor, as part of the “Counseling Team”, conducts management activities that establish, maintain, evaluate and refine the comprehensive School Counseling program. These activities include planning and management tasks, evaluation, follow-up and program revision activities; consultation with teachers about program operation; conducting needs assessments; dissemination of program and student outcomes.

3. **Professional development activities:** In order to maintain the quality of the comprehensive school counseling program as well as their professional knowledge and expertise, school counselors must be involved in professional development. This development may take the form of regular in-service training, professional meetings, graduate course work, professional counseling association programs, networking with fellow counselors and reading current literature. Counselors should be encouraged by their school administration to involve themselves in the process of achieving national certifications.
4. **Advocacy activities:** If school climate and positive advances in the school as a community are to occur, it is the counselors' professional responsibility and ethical mandate to advocate on behalf of the students. Advocacy can take the form of representing the student in a conflict situation, seeking assistance from a community agency or pointing out the inequity of a rule. Advocacy may also mean informing the student that a particular action was wrong or inappropriate. Advocacy should always be in the best interests of the student.

DEVELOPMENTAL COUNSELING and GUIDANCE STRATEGIES:
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*The school counselor is both trained and certified to help students resolve personal, educational and career concerns. All members of the school community share the responsibility for the delivery of the guidance and counseling program. Comprehensive school counseling forms a partnership with the instructional program. Developmental by design, it includes sequentially presented activities that help all students go through the stages of growth and development smoothly and positively.*

Student outcomes in each of the three major developmental areas **LEARNING to LIVE**, **LEARNING to LEARN**, **LEARNING to WORK**, will assist students to successfully: employ interpersonal, intrapersonal and social skills; engage in lifelong learning; and participate in career selection and development based on the value of work

Learning to Live: (Personal/Social Goals)

Understanding and appreciating self; Understanding and appreciating others: people of different cultures, religions, ethnicities and handicapping conditions; Understanding and appreciating home and family; Developing a sense of community; Making decisions and setting goals; and Accepting responsibility for choices.

Learning to Learn: (Education Goals)

Understanding the relationship between personal qualities and school; Understanding factors which affect school achievement; Making decisions, setting goals and taking action; Understanding interaction between school and community; Accepting and understanding change with the knowledge of where to get information and assistance.

Learning to Work: (Career Development Goals)

Understanding the relationship between personal qualities and work; Making decisions, setting goals and taking action; Exploring careers; Balancing work and leisure time; Learning how to work together; Understanding how community awareness relates to work; and Developing an appreciation for the dignity and value of rights and responsibilities of employees and employers.

## STUDENT COMPETENCIES

### Learning to Live:

Gaining self-awareness

Developing positive attitudes

Making healthy choices

Respecting others

Gaining responsibility

Developing relationship skills

Making effecting decisions

### Learning to Learn:

Setting goals

Learning effectively

Applying effective study and test taking skills

### Learning to Work

Analyzing skills and interests

Exploring careers

Understanding how community relates to work

Planning for the future

### STUDENTS WILL:

Identify and discuss experiences, thoughts and behaviors as part of personal growth.

Evaluate how their attitudes and values affect their lives.

Analyze personal practices that have contributed to satisfactory physical and mental health.

Describe strategies for overcoming biases and prejudices toward others. Describe strategies for building mutually respectful relationships with others.

Assess how taking responsibility enhances their lives.

Evaluate current communication and conflict resolution skills and plan how to improve them.

Analyze the importance of considering alternatives and their consequences before making a decision.

Evaluate their future educational goals.

Demonstrate an understanding of life-long learning skills.

Recognize that personal achievement is measured throughout the life span.

Conduct assessment of current skills, abilities and career prospects.

Learn strategies for dealing with discrimination and sexual harassment.

Know what problems graduates had on the job or in college.

Analyze relationships between work and family roles.



## COUNSELOR ACTIVITIES K-12

### ONGOING:

- Monitor clerical activities
- CSE meetings as scheduled/case management (middle school)
- Academic team meetings
- SST — participate in a meeting every 6 days
- Parent conferences, individual and with team
- Monitor academics and attendance
- Group guidance and/or counseling
- Meeting with individual teachers
- Meeting with remedial teachers (reading, math, special ed., speech, social workers, ESL, nurse)
- Meeting with principal as scheduled
- Phone contact with parents
- Outside referrals
- Department Meetings
- Weekly guidance meeting
- Outside agency contact — CPS, family court, probation, CATS, Juvenile Aid, Social Services, Support Groups, MST, Catholic Charities
- AIS/SA tracking
- New student tours, orientation, scheduling
- Required in-service conferences
- Home visitations
- Schedule changes
- Referrals to support services e.g.-CSE, Agencies, CPS, PINS
- Monitoring of students in other placements
- Referrals to peer mediation when needed
  - \*Identify students for PASS
  - \*Refer to TASC, APP, Alt. H.S., Career Exploration as needed
  - \*Identify Career Center services for individual students' needs
  - \*Identify and inform students of appropriate programs e.g.-Academies, BOCES
- Refer to after school programs e.g.-Extended Day program, SA, AIS, clubs, sports
- Make students aware of appropriate scholarships and awards
- Connect teachers with outside agencies/speakers for classrooms as needed
  - \*Notify faculty of changes in testing - SAT, ACT, PSAT and share booklet examples for classroom integration
- Weekly team meetings
- Coordinate students on home teaching, weekly reports
- Coordinate programs in college and career planning
- Classroom instruction in college and career planning
- Coordinate/supervise Career Center activities
- Guidance liaison to academic academies
- Four year plan development

## **MIDDLE SCHOOL GUIDANCE CALENDAR**

### **JULY**

1. Notify and register students for summer school
2. 7 and 8 schedule — check of runs
3. Balance classes and teams
4. Orient new students, walk-ins
5. Prepare folders for high school
6. Attend CSE when needed

### **AUGUST**

1. New student and parent orientations (afternoon & evening)
2. Check 7 and 8 schedules
3. New student in-take
4. Renew Special Education class placements based on CSE needs
5. Attend CSE when needed
6. Schedule new students
7. Check summer school results; adjust schedules accordingly (promotion/retention)
8. Career Program Planning

### **SEPTEMBER**

1. Meet with all classes re: adjustment to middle school
2. Classroom visits in FACS Department (grade 8) for career exploration
3. Meet with teams regarding students
4. Schedule changes
5. Orient new students
6. Coordinate Student Support Team and Review CSE calendar/agendas.

### **OCTOBER**

1. Classroom presentations
2. Meet with all new 7<sup>th</sup> and 8<sup>th</sup> graders
3. Begin planning for Future Opportunities Fair
4. Review and address 5-week progress reports
5. At-risk student interventions

### **NOVEMBER**

1. Review and address reports card concerns
2. Contact speakers for Future Opportunities Fair
3. Study skills classroom presentations (grade 7)

### **DECEMBER**

1. Meet at high school re: master schedule
2. Future Opportunities Fair
3. Classroom visitations re: conflict resolution/bully-proofing

**JANUARY**

1. Meet with 8<sup>th</sup> grade teams for course level recommendations
2. 8<sup>th</sup> grade classes — 3 sessions re: high school graduation requirements
3. Future Opportunities Fair continued

**FEBRUARY**

1. Meet with 8<sup>th</sup> graders individually to check course selections and begin 4-year plans
2. Music Department — band, chorus and orchestra — 7<sup>th</sup> grade
3. 9<sup>th</sup> grade schedules to high school
4. Monitor academic progress; review report cards and review with teams and individual students

**MARCH**

1. Still meet with 8<sup>th</sup> graders individually (4-year plans)
2. Contact elementary schools for visitations
3. Coordinate/prepare materials for ELA/Math Assessment, grades 7 & 8
4. BOCES visitation — Niagara Technical Center with 8<sup>th</sup> grade

**APRIL**

1. Generate letter for parents of students at risk of failing
2. Classes (meet with 7<sup>th</sup> graders re: 8<sup>th</sup> grade courses, summer school)
3. Classes (meet with 8<sup>th</sup> graders re: summer school)
4. Attend annual reviews for CSE
5. Individual meeting with students — 7<sup>th</sup> grade scheduling
6. 4-year plan with 8<sup>th</sup> graders
7. ELA, Math, and Science test coordination
8. Monitor academic progress on report cards - review with teams and individual students

**MAY**

1. Transition SST meeting at the high school
2. 6<sup>th</sup> grades visit middle school, foreign language selection
3. Check 9<sup>th</sup> grade course conflicts/changes
4. Attend annual reviews
5. Finalize 4-year plans and finalize schedule changes
6. Develop accelerated course lists
7. Update 504 Plans

**JUNE**

1. Review academic progress on report cards
2. Summer school contacts and registration
3. Talk with principal re: retention
4. Communicate at-risk identification to 9<sup>th</sup> grade counselors
5. Orientation (1/2 day) at middle school/6-7 transitional SST meeting

## **HIGH SCHOOL GUIDANCE CALENDAR**

### **JULY/AUGUST**

1. Check 9 - 12 schedules and resolve conflicts
2. Balance classes for upcoming school year
3. Enroll/orient new students, walk-ins
4. Adjust schedules based on summer school results
5. Assess needs of high risk students and contact where necessary

### **AUGUST**

1. Participate in new student/9<sup>th</sup> grade orientation
2. Schedule adjustments per master schedule
3. Begin checking senior records — revise as needed
4. Review IEP's for course placement accuracy
5. Check teacher assignments for repeating student schedules
6. Plan programs for upcoming school year
7. Review January graduation students (e.g. requirements)

### **SEPTEMBER**

1. Revise student schedules as needed
2. Inform faculty of students with special needs
3. Continue student registration
4. Conduct Senior reviews
6. Distribute ACT/SAT applications
7. Register for PSAT
8. Military visits begin
9. College Fair
10. Junior/Senior classroom presentations
11. Operation Inform

### **OCTOBER**

1. Senior Bulletin sent
2. Visits from college reps
3. PSAT, ACT administered
4. 9<sup>th</sup> grade transition groups
5. Continue senior reviews
6. College and scholarship recommendations
7. Updates to scholarship web site
8. AIS placement
9. Student Assistance program placement
10. College Fair (WNY College Consortium)
11. Career Speaker Survey
12. Report card insert
13. College applications begin

## **NOVEMBER**

1. Review report cards
2. Continue College applications
3. Evening parent conferences
4. BOCES overview; 10<sup>th</sup> grade visit
5. Junior Bulletin sent
6. Financial Aid conference
7. Plan Financial Aide Night
8. SAT Administration
9. 9<sup>th</sup> grade groups
10. BOCES presentation
11. Career Speakers commence
12. Generate exam retakes
13. 10<sup>th</sup> grade BOCES mailing

## **DECEMBER**

1. Philanthropic holiday work
2. Individual BOCES visits
3. Finalize college applications
4. Discuss PSAT results
5. Master Schedule initial meeting
6. Awards Convocation planning

## **JANUARY**

1. Check first semester failures; amend schedules
2. January testing and Regents exams
3. Financial Aid Night
4. Follow-up BOCES visits
5. Report card insert due
6. Common Scholarship application disseminated (Administrative Homerooms)
7. Course selection forms dispersed (Administrative Homerooms)
8. Begin scheduling process
9. Parochial School registration packets sent out
10. Sophomore groups
11. Review 504/IEP list for College Board accommodations and input for select students
12. Future Opportunities Fair presentation at middle school

## **FEBRUARY**

1. Junior groups
2. Continue 10<sup>th</sup> grade visits at BOCES
3. Evening parent conferences
4. 8<sup>th</sup> Grade Orientation night
5. Career and academic planning
6. Common Scholarship submission
7. Senior review and schedule adjustments- all students
8. Consult with special education staff in preparation for and attendance at annual reviews

**MARCH**

1. Attend CSE annual review meetings
2. Career and academic planning continued
3. Award Convocation planning continued
4. National College Fair
5. Northpointe presentations to sophomores
6. SAT

**APRIL**

1. Report card insert due
2. Career and academic planning continued
3. Prepare for Summer School
4. College Information Night for juniors
5. ACT administration

**MAY**

1. Awards Program
2. Prepare for summer school
3. 8<sup>th</sup> grade orientation at NTMS
4. Review senior records for graduation
5. Senior Survey (Career Center)
6. Transition planning meetings MS→HS
7. Career and academic planning continued

**JUNE**

1. Testing: SAT, Regents exams
2. Senior certifications
3. Graduation
4. Posting students course failures and complete appropriate schedule revisions
5. Summer School sign up
6. Adjust schedules based on report card results
7. College Fair invitations sent out

**PROGRAM OBJECTIVE:** *Effective Participation — current  
(Kindergarten Screening)*

**TARGET POPULATION:** Kindergarten

**EXPECTED OUTCOME:**

- I. Students will demonstrate readiness skills in the following areas:
  - a. speech and language
  - b. fine and gross motor
  - c. health
  - d. reading
  - e. math
  - f. social skills

**ANNUAL ASSESSMENT:**

1. Classroom teachers and Support Service providers will observe and evaluate these students.
2. Student Support Team will compare Kindergarten Screening results with classroom performance of students referred to SST.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Parents complete a Social History	K	Picture Vocabulary Pearson ESI Phys. Ed. test
2. Child completes a battery of assessment tests		Speech/Language test Vision and hearing test Social History
3. Parent conferences to review testing results		

**PROGRAM OBJECTIVE:** *Effective Participation — Current and Future*

**TARGET POPULATION:** K-6

**EXPECTED OUTCOME:**

1. Students will demonstrate satisfactory academic progress and social growth.
2. Students will demonstrate an understanding of their aptitudes and talents.

**ANNUAL ASSESSMENT:**

1. Teachers will observe, evaluate, and communicate students' academic and social progress.
2. Students will communicate an understanding of their aptitudes and talents.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Teacher issues report cards or progress reports	K-6	Student report cards and progress reports Standardized tests Conference reports
2. Parent/teacher/student conferences		Examples of student work Exploratory classes Peer Leadership clubs
3. Various classroom activities to enhance students' awareness of abilities and talents		Six Thinking Hats Special Friends Program TACTICS — Learning to learn skills
4. Students receive training in thinking/study skills		
5. Students participate in self-esteem/problem-solving programs		
6. Students with strengths in certain areas receive Gifted Programming instructions		



**PROGRAM OBJECTIVE:** *Help with Attendance Problems*

**TARGET POPULATION:** Identified K-6 Students

**EXPECTED OUTCOME:**

1. Students and parents will have knowledge of attendance rules and policy.
2. Parents, teachers and administrators will increase communication.
3. Students will attend school and classes regularly.
4. Counselor, administrator, parent, student and teacher will develop a plan to be followed for each referred case.
5. Parents and staff will identify underlying problems that affect attendance.
6. Students will achieve greater academic, social and emotional success.

**ANNUAL ASSESSMENT:**

1. Monitor attendance reports and student progress
2. Improve academic performance
3. More evidence of social involvement — student appears to be more connected to school in general.
4. Parent/student/teacher report

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. General orientation for students and parents to discuss attendance rules in form of handbook	K-6	Parents Support staff Administrators Nurse
2. Parent phone calls or letters for potential attendance problems		SST staff Teachers Social workers
3. Collecting teacher feedback on students: parent, student, teacher conferences		BOCES counselors Child Protective Services (CPS) Juvenile Aid Officer
4. Meeting to discuss and review problem cases at SST		Community Agencies
5. Individual meetings with targeted students/parents		
6. Recommendation to appropriate administrator for action		
8. Referral to school social worker, and other support staff		
9. Referral to specialized programs to monitor and improve attitude		

**PROGRAM OBJECTIVE:** *Help with Academic Problems*

**TARGET POPULATION:** Identified K-6 students

**EXPECTED OUTCOME:**

1. Students and parents will be made aware of academic problems.
2. Students will be referred for appropriate supplemental activities.

**ANNUAL ASSESSMENT:**

1. Repeat SST referrals, due to academic problems, will be reduced.
2. Teacher evaluation based upon classroom performance.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. New student screening	K-6	Remedial Reading and Math Speech/Language OT and PT Adaptive Phys. Ed. Resource Room Self-contained classroom
2. Evaluate standardized test results to determine eligibility for remediation		Inclusion class Consulting teacher Private tutors Psychologist CSE
3. Evaluate individual classroom performance		
4. Parent conferences		
5. Referral to SST		
6. Psychological evaluation		
7. Speech, OT and other related service evaluations		
8. Informal placements		
9. Referral to CSE		

**PROGRAM OBJECTIVE:** *Help with Behavioral/Adjustment Problems*

**TARGET POPULATION:** Identified K-6 Students

**EXPECTED OUTCOME:**

1. Students will be made aware of rules and regulations for the benefit of all.
2. Students will develop appropriate coping and decision-making skills.
3. Students will learn to share problems with appropriate personnel.

**ANNUAL ASSESSMENT:**

1. Decrease in need for disciplinary intervention
2. Overall student performance improves
3. Administrator/teacher/parent report
4. Decrease in repeat referrals to SST for personal problems
5. Improved scores on Child Rating Scales

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Students or parents will receive a handbook with discipline and other policies they are to review and discuss.	K-6	School Handbook SST Parent Administrators Social Worker
2. PA announcements to present discipline policy		Teacher Psychologist Community Agencies
3. Classroom management techniques by teacher		CSE Special Friends Program
4. Placement in group counseling		
5. Referral to SST		
6. Parent conference/Referral for outside counseling		
7. Administrator conference with student for appropriate disciplinary action		
8. Psychological evaluation		
9. Referral to CSE		

**PROGRAM OBJECTIVE:** *Avoidance of Child Sexual Abuse*

**TARGET POPULATION:** K-12

**EXPECTED OUTCOME:**

1. Children will become knowledgeable of child sexual abuse.
2. Children will understand the steps necessary to prevent or report abusive situations.

**ANNUAL ASSESSMENT:**

1. Teacher and support staff observation
2. Teacher/student discussion
3. Decreased referrals to CPS of suspected sexual abuse

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Stranger Awareness Program	K-12	N. T. School Board Policy #7551 N. T. Police Department
2. Drug Abuse Prevention Program		Child Advocacy Center Child Welfare Social Worker
3. Individual counseling		Administrators Community Agencies
4. Referral for out of school counseling		Librarians (Videos, printed material) Smarter Adults, Safer Children
5. Classroom instruction		
6. Report to State Hotline		

**PROGRAM OBJECTIVE:** *Encourage Parental Involvement*

**TARGET:** K-6

**EXPECTED OUTCOME:**

1. Parents will be informed of school activities and programs.
2. Parents will be informed of child's social and academic status.
3. Parents will be involved in their child's educational programming.
4. Parents and school will work to develop a supportive partnership in the best interest of the child.

**ANNUAL ASSESSMENT:**

1. Parent attendance at conferences
2. Evaluating samples of pupils' work
3. PTA or Home School Association involvement
4. Kindergarten Screening

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Parent/teacher communication	K-6	Teachers
2. Report cards/progress reports		Administrators
3. Parent conferences		Social Workers
4. Chaperone field trips		Instructional Support Staff
5. PTA/HSA meetings/activities		Nurse
6. Newsletters		Clerical Staff
7. Kindergarten Screening		Community Relations Office
8. Open House		CSE/CPSE
9. Assembly/Concert programs		SST
10. Participation in Building Committees		Shared Decision Making Team
11. Parent Education Programs		Community Education
		Community Agencies
		PTA/HSA

**PROGRAM OBJECTIVE:** *Career Exploration Opportunities*

**TARGET POPULATION:** K-6

**EXPECTED OUTCOME:**

1. Students will have an opportunity to investigate different careers.
2. Students will learn about themselves by exploring different interests and activities.
3. Students will develop thinking skills which will be applied to goal-setting and decision-making.

**ANNUAL ASSESSMENT:**

1. Through classroom observation and discussion
2. Appropriate active participation during career presentations/activities

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
1. Guest speakers	K-6	Creative Problem Solving
2. Field trips		Community representatives
3. Thinking Skills training		Primary Prevention Program
4. Participation in extra curricular activities/clubs		Librarians
5. Participation in exploratory classes/activities		Teachers
6. Classroom instruction		Parents
		Career Guidance Center

**PROGRAM OBJECTIVE:** *Student Annual Academic Review*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOME:**

1. Each student will have a four year plan beginning in grade 8
2. Each student will have an annual review of his/her educational progress and middle/high school program options.
3. Students will demonstrate an understanding of their aptitude, interests, abilities, academic achievements and academic requirements.
4. Students will understand educational/graduation requirements.
5. Students will discuss career goals and will be able to see the relationship between their high school program and post/secondary plans.

**ANNUAL ASSESSMENT:**

1. Students will become aware of their aptitude, interests and abilities.
2. Students will make better choices and select an appropriate schedule to enhance their abilities.
3. Students will seek help appropriately as needed.
4. Students will meet graduation requirements.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Individual counseling with students concerning academic performance, ability, current program and career interest areas.	7-12	Four Year Plan Grades 9-12 review sheet 5 week progress reports and report cards New York State diploma requirements and new standards Teacher recommendations Course selection sheet Classroom instruction on careers Career Center, Library Permanent records State assessment results PSAT, SAT, ACT tests and results.
Review of specific test/assessment results		

**PROGRAM OBJECTIVE:** *Curriculum Advisement*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students will be aware of curriculum requirements for Regents, Advanced Regents, CDOS Certificate, Local Diploma, and Student Achievement Credential
2. Students will be given advisement to plan an appropriate middle/high school program.
3. Parents will be aware of curriculum requirements for Regents, Advanced Regents, CDOS Certificate, Local Diploma, and Student Achievement Credential
4. Students will be aware of relationship of high school program to post-secondary planning.
5. Students will be encouraged to take courses to challenge their ability.
6. Students will become aware of career planning and development in conjunction with their course work. This will directly relate to state standards.

**ANNUAL ASSESSMENT:**

1. Students are successful in progressing toward meeting graduation requirements.
2. Students are encouraged make appropriate post-secondary choices.
3. A follow up graduation survey will be implemented.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Group orientation program	6-8	Secretaries, Administrators Classroom teachers
Student/counselor meeting	7-12	Computers BOCES Tech Prep



**PROGRAM OBJECTIVE:** *Counseling and Advisement for Academics*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students will be made aware of promotion and graduation requirements.
2. Students will gain knowledge of post-secondary programs.
3. Students will become aware of current progress.
4. Students will be referred to tutorial services as needed.

**ANNUAL ASSESSMENT:**

1. Updating of student records
2. Promotion to successive grade level
3. Successful completion of high school

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Interviews with students	7-12	Report cards Four year plan review
Parent/teacher conferences		Parents Report cards Teacher comments
Classroom instruction		Teachers Secondary curriculum handbook Graduation certification forms Peer tutors

**PROGRAM OBJECTIVE:** *Counseling and Advisement for Career Plans*

**TARGET POPULATION:** Grade 7-12

**EXPECTED OUTCOME:**

1. Students will explore and learn about themselves in the following areas: aptitude, interest, hobbies, and personalities to develop a career direction.
2. Students will participate in development of secondary or post-secondary career plans.
3. Students will develop decision-making skills, job seeking skills and job preparation skills
4. Some students may be able to secure employment through school-to-work transition program.
5. Students will be made aware of career tools corresponding with curriculum.

**ANNUAL ASSESSMENT:**

1. A student/counselor conference to discuss goals will take place.
2. Students will become aware of their interests and aptitudes.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Career Speaker Series	7-12	Career Center
Career Cluster Presentation	7-8	FACS materials
Career Interest Inventory	8	Guidance Direct
Guidance Direct	9-10	Interest Inventory Career Info
NTHS Web Site	11-12	College Scholarship Search
BOCES visit	8, 10	BOCES NW
Testing	11	PSAT, ACT, SAT
Junior Parent Info Night	11 & Parents	College speakers, Counselors, Handouts
Fall/Spring ACT/SAT	11-12	PSAT, ACT, SAT
BOCES Presentations	10	BOCES Staff

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
FACS classes	8	Career Interest Inventory
Future Opportunities Fair	8	College, military, speakers, volunteerism
Post-Secondary School Applications	12	Post-Secondary Applications
College Fairs	11-12	Junior/Senior booklet, college speakers, WNY, RAC Consortium, military
HS Career Center	9-12	Career Center, Career Mentor, Speaker Series, community resources
My Next Move	10	Career Mentor, Guidance Direct, computer lab
Financial Aid Night	12 & Parents	Guest speaker, handouts on financial aid information, PIN websites, FAFSA websites, FAFSA forms
Junior Groups	11	School Counselors

**PROGRAM OBJECTIVE:** *Counseling and Advisement for Schedule Modification*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students will make educated decisions regarding course selection throughout the year.
2. Student, parent and teacher will work out ways to improve student adjustment.
3. Student will understand relationship of course to total educational and career goals as in the Four Year Plan.

**ANNUAL ASSESSMENT:**

1. Review results of student, teacher and/or parent conferences.
2. Student exhibits positive decision-making.
3. Student exhibits growth in educational and career planning.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Student/counselor conference	7-12	Graduation requirement form
Counselor/teacher conference		Study guide
Teacher/student conference		Curriculum Handbook
possible parent, teacher, student, counselor conference		Schedule change form
Decision regarding concern completed -or- Conference with administrator		Student, parent, secretary
Possible parent, teacher administrator conference		Student, teacher

**PROGRAM OBJECTIVE:** *Standardized Testing*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students, parents and faculty will be made aware of student potential.
2. Staff will be better able to recommend appropriate level of instruction.
3. Students will be identified for remediation.
4. Students will become aware of their abilities and the relationship to post-secondary choices.

**ANNUAL ASSESSMENT:**

1. Review of test scores.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Coordinate and/or administer the following: 7th — NYS ELA & Math 8th — NYS ELA, Math, Science 9th — Regents Math and Science 10th — Regents Global Studies 11th — PSAT, SAT I, ACT Regents English, Regents U.S. History and Government 12th — SAT I, ACT, SAT II	7-12	Standardized tests Interpretation booklet extracts Variance regulations NYSED.gov EngageNY Bulletin

**PROGRAM OBJECTIVE:** *Career Exploration Opportunities*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students will have an opportunity to investigate different careers and learn what to expect from college.
2. Students may spend time in a college environment.
3. Students will gain insight into the preparation necessary for many careers, as indicated by various speakers.
4. Students will improve course selection and post-secondary decision making.
5. Students may make contacts with community resources.
6. Students will utilize a variety of resources in the Career Centers.

**ANNUAL ASSESSMENT:**

1. Teacher/staff feedback.
2. Career Center utilization.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Middle School future opportunities Career Speaker series	7-12	Faculty Career mentor Community resources College reps Military reps
Middle School speakers	7-12	
BOCES visit	8	BOCES staff, transportation
Option to attend Daemen and National College Fair	9-12	Bulletins, posters
Career Center presentations	9-12	PA announcements, bulletins, speakers, Career Center utilization
College consortiums Information Night	9-12	WNY and Rochester Admissions College reps, Library Weekly visits from reps Northeast College Fair, gym Variety of Speakers

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Military personnel invited to Career Day programs for ROTC, military academy, and enlistment information	9-12	Military recruiters Cafe
Individual Career Search	9-12	Software program Guidance Direct, websites
9 <sup>th</sup> grade transition groups	9	School Counselors
10 <sup>th</sup> grade transition groups	10	School Counselors

**PROGRAM OBJECTIVE:** *Pre-employment Preparation*

**TARGET POPULATION:** Grades 8-12

**EXPECTED OUTCOMES:**

I. Students in grades 8-12 develop job-seeking skills.

**ANNUAL ASSESSMENT OF PROGRAM RESULTS:**

I. Students in grades 8-12 will seek employment.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Career Room referral	8-12	Teachers
Career center mentor will instruct students as needed regarding resumes, letters, application forms and employment interviews		Guidance Direct Career Center Career aide NYS Labor handouts Counselors Software for Resume Writing College speakers
Encourage students to organize materials for job hunting.		
Class visits on resume, interviews		Outside speakers



**PROGRAM OBJECTIVE:** *Employment Recommendations*

**TARGET POPULATION:** Grades 10-12

**EXPECTED OUTCOMES:**

1. Employer will be better informed regarding student's characteristics.
2. Student will have increased employment opportunities.

**ANNUAL ASSESSMENT:**

1. Student may become employed or may increase opportunities for employment,

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
When requested by employer Counselor reviews student's records	10-12 & former students	Counselor Permanent Records CEIP internships
Counselor writes recommendations		Counselor Permanent Records Student Biography
When necessary Counselor provides records for security/bonding jobs (Military/FBI)	Former students	Counselor Permanent records and folders

**PROGRAM OBJECTIVE:** *High School Program and Academy Recruitment*

**TARGET POPULATION:** Grades 8-12

**EXPECTED OUTCOMES:**

1. Students will be aware of the relationship between specific high school courses and allied health, engineering and business occupations.
2. Students will be aware of academies; finance, architecture, engineering, international studies and hospitality.
3. Appropriate students will be advised regarding internships and coursework in technical occupations and/or post-secondary institutions.
4. Students will be provided with job readiness skills and hands on activities that will relate to responsibilities found on the job.

**ANNUAL ASSESSMENT:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Presentations by high schools teachers to middle and high school students	8-12	Counselors Academy staff Faculty Tech prep handouts
Summer internships		CEIP Academies
Scheduling students for required courses		Academy paperwork Faculty Counselors
Field Trips		Academy staff Academy paperwork BOCES

**PROGRAM OBJECTIVE:** *Military Visits*

**TARGET POPULATION:** Grades 9-12

**EXPECTED OUTCOMES:**

1. Students will have the opportunity to meet with the military representative on a monthly basis.
2. Students will obtain information about:
  - a) Careers in the military
  - b) Benefits and services
  - c) Enlistment options

**ANNUAL ASSESSMENT:**

1. Discussion with school counselor

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Military recruiters visit the schools monthly. NOTE: During lunch only, no test taking allowed, no personal appointments on school grounds or during school hours.	9-12	Military recruiters Custodians for table reservations Military brochures in Career Center
Military recruiters contact or meet with individual student's counselor to check whether student is meeting graduation goals.	12	

**PROGRAM OBJECTIVE:** *Graduation Certification*

**TARGET POPULATION:** Grade 12

**EXPECTED OUTCOMES:**

1. Students will have met graduation requirements.
2. Students will make adjustments as necessary to meet graduation requirements.
3. Students and parents will be aware of courses needed to complete New York State graduation requirements.
4. Counselors will complete high school certification form.

**ANNUAL ASSESSMENT:**

1. Commencement.
2. Information gathered for graduation certification form.
3. Compilation of students' post-secondary plans.
4. Post-secondary paperwork/process completed.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Student transcript review by counselor - Sept/Oct	Grade 12	Certification form Transcript
Review Four Year Plan		Four Year Plan
Student record review mid-year - make adjustments as necessary		Graduation program Diplomas, regents, advanced regents, local, NYS diploma requirements
Certification forms given to principal		

**PROGRAM OBJECTIVE:** *Career Center*

**TARGET POPULATION:** Grades 9-12 and Community Education

**EXPECTED OUTCOMES:**

1. Students will obtain college/career information.
2. Students will be able to talk to local business community representatives and college reps.
3. Students will have access to a comprehensive career/college information center.
4. Faculty, staff and parents will have access to the comprehensive career center.
5. Students will use career center as resource for classroom projects.

**ANNUAL ASSESSMENT:**

1. Log of Career Center utilization
2. Student/counselor/community feedback

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Acquaint students to the facility	9-12	Career Center Calendar/Reference Guides College websites Financial aid information College representatives PSAT/SAT/ACT information Scholarship websites Resume writing NYS Labor Board information Magazines/Newspapers Practice job applications Career room mentor Community representatives My Next Move Virtual College Tours Guidance Direct Apprenticeship/internship Employment/Shadowing opportunities Military information Career Zone
Train students to use computers and software		
Career speakers from community		
Assist with classroom projects		
Prepare students for job readiness		
Assist with College Fairs		

**PROGRAM OBJECTIVE:** *Scholarships and Financial Aid*

**TARGET POPULATION:** Grades 9 through 12

**EXPECTED OUTCOMES:**

1. Students will be made aware of the variety of scholarships and financial resources available.
2. Students will be aware of local organizations which provide financial assistance for post secondary education.
3. Students will apply for the scholarships and financial aid for which they are eligible.

**ANNUAL ASSESSMENT:**

Student applies for financial aid through a variety of means.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Scholarship booklet distributed.	9-12	School counselors College financial aid info and parent night Clerks processing scholarship applications Community resources National, state and local resources Published financial guidebooks
Issue bulletins, PA announcements		
Complete Scholarship applications		Scholarship books College Financial Aid counselor; FAFSA websites, HESC Career Center My Next Move Scholarship websites Guest speakers on finance
Make telephone and personal contacts		
Arrange Financial Aid Program		
Scholarship Search		

See **COMMON SCHOLARSHIP INSTRUCTIONS** at the end of this document.

**PROGRAM OBJECTIVE:** *Counseling and Advisement to Improve Attendance*

**TARGET POPULATION:** Students who exhibit attendance problems Grades 7-12

**EXPECTED OUTCOME:**

1. Students and parents will become knowledgeable of attendance rules.
2. Parents, teachers and administrators will increase communication regarding student attendance.
3. Students will attend school and classes regularly.
4. Counselor, administrator, parent, student, and teacher will develop a plan to be followed for each referred case.
5. Counselors, parents and students will identify underlying problems that affect attendance.
6. Students will achieve greater academic, social and emotional success.

**ANNUAL ASSESSMENT:**

1. Monitor attendance reports and student progress
2. Improved academic performance
3. More evidence of social involvement - student appears to be more connected to school in general
4. Annual attendance report
5. Staff annual attendance report - high school

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
General orientation to all students and parents to discuss attendance rules in form of handbook	Grades 7-12 Students, Parents, Staff	Student Handbook Parents, support staff, administrators and attendance secretaries Teachers, support staff, parent, attendance referrals SST staff
Parent phone calls or letters for potential concerns — Home visits Attendance Team Meetings		Support staff, administrators, attendance teachers Peer tutors PINS Petition
Teacher feedback on problem students - parent, student teacher conferences		Educational Neglect Referrals
Meeting to discuss and review problem cases at SST		
Home visits		
Group counseling, individual meetings		

### Activities

Recommendation to appropriate administrator for action

Referral to school social worker, psychologist and other support staff

Refer chronic cases to administration for PINS (Person in Need of Supervision) or family court.

Referral for Educational Neglect

Refer to outside counseling

Develop specialized student contract

Refer to alternative educational programs - alternative school - TASC, Special education



**PROGRAM OBJECTIVE:** *Counseling and Advisement for Behavioral Adjustment*

**TARGET POPULATION:** Grades 7- 12

**EXPECTED OUTCOMES:**

1. Students are made aware of rules and regulations for the benefit of the group.
2. Students will develop appropriate coping and decision making skills
3. Students will learn to share problems with appropriate personnel.

**ANNUAL ASSESSMENT:**

1. Decrease in disciplinary referrals
2. Self-report by student
3. Overall student performance
4. Administrator/teacher/parent report

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Summer orientation to present behavioral expectations to incoming 7 <sup>th</sup> or 9 <sup>th</sup> grade students	7-12	Parents, counselors, administrators, teachers, handouts; schedule, map, clubs, middle school student handbook
	All students	
Students will receive a handbook with discipline and other policies they are to review and bring home to parents to discuss and sign		Administrators, counselors, teachers, student handbook, parents
		Teachers, counselors
Classroom instruction is used to teach improved communication and conflict management skills to students		Student handbook, parents
		Teachers
Middle school classroom instruction for self-esteem and value clarification		Teachers, counselors, self-esteem and value worksheets
		FBAs/BIPs/PBIS

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Individual counseling sessions	Referred students Grades 7-12	Counselors, social workers
Parent/teacher conference		Teachers, parents, counselors
Refer to SST when appropriate		SST
CSE informational or psychological testing		Support staff CSE
Individual contracts		Sample contract Administration
Peer mediation to reduce conflict		Peer mediation team
Referrals to outside agencies private counselor, probation, social services, clergy, Bry-Lin, etc.		Mental health agencies Social workers
Refers to staff support services		Support staff
Home teaching upon suspension		Home teaching procedures, home teaching staff
Some students meet with counselor-parent-administrators or SST team before being allowed to register or return after a suspension		Parents, SST, teachers and administrators
PASS Program		Social work interns

**PROGRAM OBJECTIVE:** *Intake of a New Student*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. New student will be enrolled for appropriate courses.
2. New student and parents will be given orientation to the building and its regulations.
3. A student follow up meeting with counselor to measure adjustment.

**ANNUAL ASSESSMENT:**

1. Review of academic and behavioral record
2. Student/counselor conference
3. As appropriate, conferences with parent and staff members

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Registrar will verify residency and copy birth certificate	New students and re-entering students	Registrar
		Parents
		Previous school
		Academic records
		School nurse
From September to June, send student to nurse's office to have immunization and medical records checked		Principal
		Secretaries
		Student handbook
		Outside agencies
Complete personal data sheet registration forms, parent signature card and release of information		Computer
		Course selection sheets
		School map
		Curriculum handbook
		Appropriate student(s) for shadowing
Review registration data and records from previous school		SST
		CSE
		ESL
Interview student and family		Administrative Handbook
		Screening procedure
Schedule student		
Acquaint student with regulations		

Activities

Target Group

Resources

Inform faculty of student  
placement

Screen student for special  
needs and make referrals as needed

Distribute student handbook  
Middle School Parent Handbook  
Secondary Curriculum Handbook

**PROGRAM OBJECTIVE:** *Student Leaving School (Transferring Student)*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Student will be made aware of alternatives.
2. Student will notify appropriate offices, teachers, and concerned individuals.
3. Student will experience a smooth transition to his/her new academic setting.

**ANNUAL ASSESSMENT OF PROGRAM RESULTS:**

1. Student leaving school makes good transfer to new location.
2. Records are transferred efficiently to new location.
3. Communication with receiving school takes place as necessary.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Student/counselor conference regarding reason for leaving school and future plans	Student Parent	Secretary Parent
Counselor assists parents and student in completing withdrawal sheet, authorization for release of information form	Parent Student	Secretary Withdrawal form Release of information form Teachers Staff of new school
Return of above forms with necessary signatures	Student Parent	
Student spends last day checking out of all classes	Student	Teachers Check-out forms
Student record is prepared for mailing and sent	Student	Nurses/Medical Forms Secretary/ Permanent records
Counselor communicates with receiving school to share data	Receiving school	

**PROGRAM OBJECTIVE:** *Counseling Potential Dropouts*

**TARGET POPULATION:** Age 13 and up

**EXPECTED OUTCOMES:**

High risk students will make adequate transition from middle to high school

1. Student will remain in school.
2. Alternative educational opportunities will be examined: (TASC, Alternative High school).
3. Linkage will take place to other support services (outside agency, in-school-social worker).
4. A continuing educational plan will be developed.
5. Referrals to outside agencies regarding home environment when necessary.

**ANNUAL ASSESSMENT:**

1. Student will remain in high school.
2. Student will continue education in an alternative program.
3. Student will seek appropriate support from school/and or agency.
4. Follow-up survey will take place.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Student/counselor conference regarding limitations of not completing high school	16 Years of Age	BOCES - TASC Alternative High School Community College (i.e. NCCC/TASC program)
SST referral		Social work/agency programs in counseling Career Center SST
Student/counselor/parent other staff as needed (teacher, social worker, etc.)		
Conference to decide on educational plan (continue at high school, alternative high school, TASC, etc.)		CPS Runaway Shelter Probation Law Guardians Residential Treatment Programs Job Corps

**PROGRAM OBJECTIVE:** *Parental Involvement*

**TARGET POPULATION:** Parents of students 7-12

**EXPECTED OUTCOMES:**

1. Parents will understand the range of educational and support services available to their students.
2. Parents will understand and be encouraged to participate in steps to remediate any academic and/or behavior problems their student may have.
3. Parents will feel comfortable in contacting school personnel as needed for social, personal and educational development.
4. Parents will be aware of high school graduation requirements.

**ANNUAL ASSESSMENT OF PROGRAM RESULTS:**

1. Parents' comments noted in Guidance Log/Parent Portal when appropriate.
2. Improved parent/school relations.
3. Awareness of students' progress, abilities, achievements.
4. Improved academic student success.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Counselors will show program services and building facilities, discuss report card, schedule, explain 6th grade program and answer questions that parents have	Parents of 6th — 9 <sup>th</sup> graders	Sample report card Sample schedule Parent workshop flyer Teacher recommendations Parent conferences Four Year Plan letter Report card insert Referrals may be made to outside agencies or in school support staff
Case conferences parent/teacher/classroom/SST	Grades 7 - 12	Weekly report form Student/Parent Portal Alternate High School
Attend parent group meetings		Alanon Alateen
Parent participation in 4-year plan meetings		Mental Health Directory of Niagara County TASC

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Orientation regarding 9th grade adjustment and high school program for parents of 8th grade students. Question and answer period	8 <sup>th</sup> grade students & parents	NT Middle School Private/parochial schools Student Council PEERS High school clubs
Open House	Parents 7 - 12 grades	Sample schedule Curriculum handbook Freshman Survival Guide Map of high school
Financial Aid Program	Seniors & parents	Letters to parents Post cards with schedules
Progress reports and report cards	7 - 12 graders & parents	
Parent/evening conferences		Classroom teacher Handouts
Awards Program	12 graders & parents	Meetings College financial aid rep Current FAFSA forms States and federal guide books/websites Estimate of state and private college costs Various handouts Conferences as needed Peer tutoring at high school PASS referrals Teacher input Referrals as needed to SST



**PROGRAM OBJECTIVE:** *6<sup>th</sup> Grade Students/Parents Orientation*

**TARGET POPULATION:** Grade 6 students and parents

**EXPECTED OUTCOMES:**

- I. Students and parents will become familiar with 7th grade policy and procedures with 7th grade philosophy, scheduling, teaming, curriculum, academic and behavioral expectations, extracurricular activities, and middle school building.

**ANNUAL ASSESSMENT:**

- I. Feedback will be generated from the 6th grade staff, parents and students regarding level of effectiveness of program.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Orientation session at each elementary school	6 <sup>th</sup> grade students	Middle school counselors
Half day orientation in middle school		6 <sup>th</sup> grade teachers, building administrators, transportation
Parent orientation (spring)		Program services Middle school handouts for parents
Parent orientation (summer)		Parenting handouts

**PROGRAM OBJECTIVE:** *7th Grade Instruction*

**TARGET POPULATION:** Grade 7 students

**EXPECTED OUTCOMES:**

1. Students will become more familiar with middle school program.
2. Students will learn more about themselves and others.
3. Students will develop improved social, behavioral and conflict management skills.

**ANNUAL ASSESSMENT:**

1. Feedback will be obtained from 7th grade students, parents and teachers regarding level of program effectiveness.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Changes from elementary to middle school	Grade 7 students	Questionnaire
Report card/grading overview		
Study Skills		
Overview of grading, final exam, summer school, selection process, testing, 7th grade scheduling		
Peer mediation and conflict resolution program		Middle school counselors Classroom teachers Staff Community speakers Faculty Parents Coordination by middle school counselors

**PROGRAM OBJECTIVE:** *7th Grade Instruction*

**TARGET POPULATION:** Grade 7 Students

**EXPECTED OUTCOMES:**

- I. Students will receive increased exposure to and awareness of vocational interest areas, achievement testing, course Selection, and values clarification.

**ANNUAL ASSESSMENT:**

- I. Feedback will be obtained from 7th grade teachers, parents, and students regarding level of program effectiveness.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Who Am I? Changes from 6th to 7th grade	Grade 6 students	Am I ready for middle school? Middle school counselors
Pre-vocational exploration, 8 <sup>th</sup> grade scheduling		
Peer mediation/conflict resolution		Peer mediation training materials
Study skills		Study skills manual
Scheduling for math, science and foreign language	Selected accelerated grade 7 students	Selected 7 <sup>th</sup> graders
Orientation to 7 <sup>th</sup> grade testing		Middle school teachers, staff

**PROGRAM OBJECTIVE:** *8th Grade Instruction*

**TARGET POPULATION:** Grade 8 students

**EXPECTED OUTCOMES:**

1. Students will have increased exposure to and awareness of vocational interest areas, state-mandated testing, 9th grade course selection and values classification.
2. Students will be prepared to make effective high school plans.

**ANNUAL ASSESSMENT:**

1. Feedback will be obtained from 8th grade students, parents and teachers regarding level of program effectiveness.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
9th grade scheduling and high school planning (3 days)	Grade 8 students Classroom Guidance Instruction	Activities provided by middle school counselors
Opportunity fair (speakers)		Community speakers coordination by middle school counselors
Orientation to 9th grade		BOCES speaker
BOCES field trip		All test coordination provided by middle school counselors
		Team teachers
FACS class presentation		School counselors

**PROGRAM OBJECTIVE:** *9th Grade Instruction*

**TARGET POPULATION:** Grade 9

**EXPECTED OUTCOMES:**

1. Student will become familiar with Support Services and the Career Center.
2. Student will increase familiarity with high school and its curriculum.
3. Student will learn more about himself and the career exploration process.
4. Student will be introduced to educational support services.

**ANNUAL ASSESSMENT:**

1. All 9th grade students will be able to adjust to the high school and have a smooth transition.
2. All 9th grade students will be exposed to the Career Center.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
9 <sup>th</sup> grade small groups which are part of student course selection process for following year.	Grade 9	Course selection sheet Secondary Curriculum Handbook NYS Regulations for high school Regents vs Adv Regents Career Center Mentor
Introduction to Career Center		Counselor Secretaries Teacher
The 9 <sup>th</sup> grade student is oriented to the high school		Support staff High School maps Internet
Academic and career planning review		Career Center Four year plan

**PROGRAM OBJECTIVE:** *10th Grade Instruction*

**TARGET POPULATION:** Grade 10

**EXPECTED OUTCOMES:**

1. Student will learn more about his/her values.
2. Student will learn more about his/her abilities.
3. Student will learn more about his/her interests.
4. Student will learn more about his readiness for various careers.

**ANNUAL ASSESSMENT:**

1. 10th grade students may do My Next Move on computer
2. Interested 10th grade students will apply for BOCES major and visit BOCES center.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Presentation by BOCES representative about vocational training programs	Grade 10	Career speakers NTHS Website Career Center mentor Four year plan BOCES representative
Academic and career planning		BOCES applications, permission slips BOCES booklets Course selection sheets Secondary Curriculum Handbook Vocational Course Selection Booklet

**PROGRAM OBJECTIVE:** *Instruction Grade 11*

**TARGET POPULATION:** Grade 11

**EXPECTED OUTCOMES:**

1. Student will learn more about self-interests and abilities.
2. Student will learn more about researching career/college opportunities.
3. Student will discover ways to gain hands on experience in various careers.
4. Students will become knowledgeable regarding job seeking and keeping skills.

**ANNUAL ASSESSMENT:**

1. Students become more aware of self.
2. Students make positive decisions regarding final year.
3. Students continue post high school planning.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Junior groups presentations	Grade 11	Junior booklets Four year plan
Academic and career Planning review		Course selection sheets Awards Applications Career Center Internships/Shadowing (NTHS) Career Center College Fairs & Representatives Junior Parent College Night PSAT, ACT, SAT Military Northeast College Fair

**PROGRAM OBJECTIVE:** *12th Grade Instruction*

**TARGET POPULATION:** Grade 12

**EXPECTED OUTCOMES:**

1. An increase in the percentage of students who apply to post high school educational programs will take place.
2. Students will become familiar with graduation requirements.
3. Students will understand opportunities available following graduation.

**ANNUAL ASSESSMENT:**

1. Students attend post high school programs with adequate financial resources.
2. Students graduate in June.
3. Students prepared and attend post high school opportunities.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Update awards applications	Grade 12	Senior Curriculum booklet Award Applications
Financial Aid Workshop		
Counseling Center Website		College Financial Aid Counselor
- Senior requirements		Secretaries
- College applications		Teachers
- Scholarship search		Guidance Bulletin
Career Center Referrals		Scholarship Information
		College Applications (SUNY, private)
Complete NCAA for eligibility		College Post-Secondary Resources
		Job Information
		Scholarship websites
		Career Center
		College Fairs, representatives
		NCAA application, booklet



**PROGRAM OBJECTIVE:** Instruction for Special Education Students

**TARGET POPULATION:** Grades 6–12

**EXPECTED OUTCOME:**

1. Students will become aware of high school graduation requirements.
2. Students will gain an understanding of the diploma options available to them.
3. Students will play an active role in developing a transition plan for their life after high school.
4. Students will develop self-advocacy skills.
5. Students will gain an understanding of college/training programs for students with disabilities.
6. Students will become knowledgeable about agencies/programs for students with disabilities that will help make the transition from high school to post-secondary education.

**ANNUAL ASSESSMENT:**

1. Review of student's cumulative record will be completed when meeting annually with counselor.
2. Students/parents will make diploma choice known at Committee on Special Education annual review.
3. Level I Assessment will be completed annually for every student age 12 and up; transition plan will be developed for every student age 15 and up.
4. Referrals to appropriate outside agencies will take place.

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Complete cumulative record sheet with each student discussing graduation requirements and diploma options (Regents, IEP, TASC)	Grades 6 – 12	Cumulative record Review sheet Permanent record card
Attend college career nights (especially College Night for Students with Disabilities at Erie Comm. College), college fairs, financial aid nights	Grades 9 – 12 especially 11 & 12	
Complete a Level I Assessment form noting the student's career plans (done by counselor/student)	All students age 12 and up	Level I assessment form IEP Direct Guidance Direct

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Complete a transition plan for student's post secondary plans (done by transition team of student, parent, teachers, counselor)	All students age 15 and up	Transition Plan
Through group/individual contacts, students will develop an understanding of personal strengths, interests and references as they impact career choices	Grades 6-12	Counselor Contacts Individual and in classroom groups
College and business visitations to help students see possible post-secondary choices	Grades 6-12	Meeting with disability counselors at colleges
8 <sup>th</sup> grade orientation program by special education staff/students	Grade 8	
All students will be encouraged to attend all CSE meetings to give input into their program and transition plans, as well as develop advocacy skills	Grades 6-12	Letter inviting student/parent
Referrals to any agency or program that will help students with disabilities access services that will help them with post secondary plans	Grades 6-12	ACCESS-VR Niagara County Employment and Training Program — Summer Youth Employment Program In-school Work Exp. Program School-to-Work Transition Program Opportunities Unlimited Commission for the Blind and Visually Handicapped NYS Labor Department

**PROGRAM OBJECTIVE:** *Counseling Special Education Students*

**TARGET POPULATION:** Grades 7-8

**EXPECTED OUTCOMES:**

1. Students will make a compatible adjustment to the middle school and their program.
2. Students will have access to all services needed by them through their IEP
3. Students will meet with counselor as needed for support.
4. Students will be counseled as to their future vocational and educational plans.

**ANNUAL ASSESSMENT:**

1. Student/parent/teacher feedback
2. Monitor student overall progress
3. CSE annual review

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Individual or group student meetings	Grades 7-8	
Classroom visitations		Classroom teacher Classroom assistant
Team meetings		Special education teacher Team teachers
Counseling with related providers		OT/PT/Speech/Social Worker service BOCES counselors
Attending CSE/SST meetings		Parent/Parent advocate Psychologist/Social Worker CSE Chairperson/Secretary
Complete Level I Assessments	Grades 6-8	Teacher Parent
Parent conferences		Teachers/Parents

**PROGRAM OBJECTIVE:** *Student Support Team*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Staff members will develop a better understanding of the student.
2. Staff members will determine appropriate interventions to work with students.
3. Staff members will provide mutual support in working with student.

**ANNUAL ASSESSMENT:**

1. Review of attendance record
2. Review of discipline file
3. Review of report card and final grades
4. Teacher comments
5. Follow up SST when needed

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Counselor collects information and presents an overview of student's situation	Grades 7-12	Student Teachers of student Parents Outside agencies Alternative high school staff TASC
Team members discuss student concerns		CSE Support staff Alternative BOCES
Team members suggest possible recommendations and alternatives		Social Workers Nurse Psychologists Administrators
Team devises a plan of implementation		

**PROGRAM OBJECTIVE:** *Home Teaching*

**TARGET POPULATION:** Grades 7-12

**EXPECTED OUTCOMES:**

1. Students will be given required course work in order to be returned to normal classroom.
2. Home teaching is offered:
  - a) When a student is ill and/or unable to attend for a minimum of 10 days
  - b) Available for suspended students

**ANNUAL ASSESSMENT:**

1. Students continue course work to facilitate return to normal classroom

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Parent and physician provide request for home teaching for approval	Grades 7-12	Home teachers Classroom teachers Doctor's referral Report cards Secretaries Parents
Administrator may request home teaching for suspended students		Administrators

**PROGRAM OBJECTIVE:** *Annual Awards Convocation*

**TARGET POPULATION:** Grade 12

**EXPECTED OUTCOMES:**

I. Students receive recognition for academic and extracurricular achievements.

**ANNUAL ASSESSMENT:**

I. A variety of students will be recognized for their achievements and contributions

**PROGRAM DESCRIPTION:**

<u>Activities</u>	<u>Target Group</u>	<u>Resources</u>
Coordinate all scholarship and awards presentations made at awards program	Grades 12	Community organizations and businesses Faculty Administrators National Honor Society
Supervise clerical functions for local common scholarship application		Student Council Senior Class Custodians Secretaries
Record names of presenters and recipients		
Make program arrangements		
Supervise program set up and final printing		
Send letters of: a. agreement to participate to scholarship committees b. confirmation to presenters c. invitation to recipients		

## **HIGH SCHOOL** **COUNSELING CENTER GUIDELINES**

The following section of counseling center guidelines  
is based on past practice and is subject to  
change or revision as needed.

## **USE OF COUNSELING CENTER**

Students are assigned to a school counselor who is ready to assist them in planning their school program and to help them with any problems. Students are scheduled for a conference with their counselor during the year, but when there are important questions/matters which need to be discussed with a counselor, students should not hesitate to make an appointment by going to the counseling center before school or before a study hall period.

Students should watch and listen for important bulletins and announcements. If a student has a question they should make an appointment to see their school counselor as soon as possible.

## **ENTERING NEW STUDENTS PROCEDURE**

New students should make an appointment with the school counselor to enter school. They should bring with them: latest report card, transcript, and if necessary, any special education information. Parents should accompany the student to the appointment. At this time, students are made aware when transferring or reentering that there will be a one to three day delay before they enter classes. Teachers are notified of student placement prior to student's first day. Records clerk should notify all offices of student enrollment.

## **TRANSFER STUDENT CREDIT**

The assigned school counselor evaluates the transcript of transfer students. Credit is to be transferred to the student's North Tonawanda record for all courses from the previous school (except religion courses).

Whenever possible course titles should be authorized which are those used by North Tonawanda. However, if it is impossible to use a North Tonawanda title, the records clerk should be instructed to type the name of the course and credit on the permanent record\*.

All sending school transcripts should be retained in the student's personal file.

*\*When this happens a judgment will have to be made as to the assigned weight given this course for class rank.*

## **MINIMUM COURSE REGISTRATION**

It is recommended that all students take six subjects plus Physical Education each semester. Students who do not complete requirements within four years may be allowed to register only for the courses needed to complete graduation requirements.



## GRADE LEVEL PLACEMENT - BONAFIDE STUDENT

Consider the following criteria for grade level designation:

### **Promotion:**

Grade level promotion is based on passage of English and Social Studies at grade level as well as the following:

Sophomore — student must have completed 5 units of credit

Junior — student must have completed 10 units of credit

Senior — student must have completed 15 units of credit

\* These totals include credit for physical education

### **Bonafide student:**

Students must carry a minimum of 5 units of academic credit plus physical education per semester to be a bonafide student of NTHS; 5th year seniors are exempt from this criteria.

## PROMOTION

Grade level placement is determined by English level and the possibility to meet all graduation requirements if placed at that level.

### Suggested Placement

Grade 10 — currently in English 10 - completed 5 units

Grade 11 — currently in English 11 - completed 10 units

Grade 12 — currently in English 12 - completed 15 units

All students must pass 4 units of English and 4 units of Social Studies to complete graduation requirements. Therefore, any student who does not pass either course should attend summer school. In order to be registered as a senior (12th grade), a student must have the potential to complete graduation requirements by June of that school year.

## MARKING OF “ACTIVITIES/CLUBS/SPORTS” ON REPORT CARDS

We will not record activities/clubs/sports on quarterly nor final report cards. Alternatives will be explained as appropriate. This information will be shared with the high school staff at the opening of school orientation meeting.

## **PLACEMENT IN REMEDIAL LABS**

1. Remedial labs are available and required at various grade levels in mathematics, reading, writing, science, global studies, and U.S. History.
2. Students who score below the designated state reference point on one or more of the 8<sup>th</sup> grade assessment exam shall be provided remedial instruction to help enable them to pass Regents exams which are required for graduation.
3. New and transfer students are screened for possible remedial needs as soon as possible after entering North Tonawanda High School.

## **SUMMER SCHOOL**

Summer school runs from approximately July 1 until August 15, with two 110 minute sessions.

Students in grades 9-12 who fail a subject required for graduation are strongly encouraged to attend summer school.

The attendance policy is as follows: All students must attend the current policy set by summer school to receive credit. The summer school principal has complete authority over all summer school students.

## **GRADUATION PARTICIPATION**

In order to participate in graduation ceremonies all students must have completed all graduation requirements that include successful completion of required exams, courses, and community service (service learning).

## **EVENING CONFERENCE**

There are two evening conferences - one for each semester to accommodate working parents.

Each teacher will arrange his/her own evening conferences by telephoning the parents of- students they need to see. Parents may call the Main Office secretaries to request an appointment for an evening conference.

Dates for evening conferences are determined annually by the administration and faculty.

## **END OF YEAR CERTIFICATION**

### **Grade level changes, etc.**

1. Counseling center secretary applies appropriate Regents seal to diplomas using counselor's certificate form.
2. Records secretary and main office secretary is notified by counselor of any senior who will not graduate.
3. Regents diploma for any student who fails to meet Regents requirements are removed.
4. Certification sheets for those who do not graduate are reviewed and updated.
5. Certification for graduates is due to principal by the Thursday before graduation.
6. Separate lists of all August and January graduates are maintained. Course requirements needed for graduation are listed.

NORTH TONAWANDA HIGH SCHOOL  
*APPLICATION TO CHALLENGE COURSE & EXAM*  
(Credit By Exam)

Student Name \_\_\_\_\_  
Current Grade Level \_\_\_\_\_ Date of Application \_\_\_\_\_  
Course to be challenged \_\_\_\_\_

Application must be submitted by October 1 <sup>st</sup> unless otherwise approved by Principal.
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1. State reason for requesting this alternative and reason student will benefit.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. S.E.D. requirements to receive Regents credit for the above-mentioned course:

- Successfully complete a special project, a NOVEL course, or an oral examination to demonstrate proficiency, as determined by the student, the department chair, the cooperating teacher, and the principal. The project rationale, content, schedule of completion, and method of assessment/rating system are to be completed on this form. The project must be completed and rated before the student will be permitted to take the exam.
- Achieve a score of at least 85% on the state developed/state approved exam in that course.
- Be enrolled as a pupil and attend school at North Tonawanda High School.

*ACADEMIC REQUIREMENTS*

1. Administration of State Developed OR State Approved Exam: 85% passing required

- ☐ Regents  
☐ State Approved

2. Oral Examination, NOVEL Course or Special Project

A. Oral Exam Option:	Scheduled date for exam: ____/____/____
	Monitoring Teacher _____
<u>OR</u>	Department Coordinator _____

B. NOVEL Course Option:	Start Date: ____/____/____ End Date: ____/____/____
	Monitoring Teacher _____
<u>OR</u>	Department Coordinator _____

C. Special Project Option:	Monitoring Teacher _____
	Department Coordinator _____

PROJECT TOPIC \_\_\_\_\_ Completion Date \_\_\_\_/\_\_\_\_/\_\_\_\_

NOVEL COURSE \_\_\_\_\_ Completion Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Rationale: (how student will demonstrate proficiency in subject area)

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Description of Project or NOVEL course: (method of presentation, areas of study)

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Assessment & Rating System: (agreed to by monitoring teacher and student)

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Application Approval Signatures: I have read and agreed to the above criteria:

Student \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Monitoring Teacher \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Department Coordinator \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

Counselor \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note: When application is approved by principal, counselor should add student name to class list of monitoring teacher and give copy to assistant principal.**

Principal \_\_\_\_\_ date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note: Return to counselor.**

## **WITHDRAWAL FROM SCHOOL**

Before a student takes action which could lead to “quitting” school, student and parents should discuss the matter thoroughly with a school counselor. Oftentimes there are ways out of the problem(s) with which the counselor *can* assist you. It is very seldom that a student quits and then returns later to school. Discuss alternate- routes, if necessary, to a high school diploma (e.g. Alternative High School, TASC).

## **HIGH SCHOOL WITHDRAWAL FORM ENROLLMENT PROCEDURES**

The “Withdrawal From Enrollment Report” will be completed on every student who is removed from the rolls of North Tonawanda High School. This form provides for information regarding a student’s reason for leaving. This will enable the district to have more complete and detailed information regarding student enrollment patterns. Checking the appropriate box will help us track more accurately students who drop-out of school as well as those who choose alternative forms of education. The school counselor staff will be responsible for the completion of this form. When completing this form keep in mind that the State Education Department defines a “Dropout” as “any pupil who left your school prior to graduation for any reason except death and did not enter another school or high school equivalency preparation program.” It is important that the information provided on the “Enrollment Report” which the district uses to report to the State Education Department and school board is accurate and complete.

### **PROCEDURES**

When a student is to be removed from the high school rolls for any reason a “Withdrawal From Enrollment Report” will be completed by that student’s school counselor. A parent signature is strongly recommended. If this signature is not obtained a reason for this will be included. The form is then routed to various high school departments for signatures and information. When the form is returned to the school counselor it will be checked over for its completeness and accuracy.

# NORTH TONAWANDA HIGH SCHOOL

405 Meadow Drive ♦ N. Tonawanda, NY 14120-4097 ♦ (716) 807-3600 ♦ FAX (716) 807-3639

## WITHDRAWAL FORM ENROLLMENT REPORT

(This must be filled out completely, as it is added to your permanent school record)

<b>Last Name:</b>		<b>First Name:</b>		<b>Middle Name:</b>	
<b>Grade:</b>	<b>D.O.B.:</b>	<b>Student ID No.</b> 900 - -		<b>Effective Withdrawal Date:</b>	

REASON FOR WITHDRAWAL	
<input type="checkbox"/> Moving out of District, if checked →	<input type="checkbox"/> Where
<input type="checkbox"/> Enrolled in GED, if checked →	<input type="checkbox"/> Where
<input type="checkbox"/> Enrolled in BOCES	<input type="checkbox"/> Attendance Problems (behind one grade or more)
<input type="checkbox"/> Enrolled in CYP	<input type="checkbox"/> Dropped: Administrative Withdrawal
<input type="checkbox"/> Prefers Employment	<input type="checkbox"/> Other: Explain

\_\_\_\_\_  
Parent or Guardian Signature (consent)

If no parent signature: Explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
School Counselor Signature

### \*\*\*\*\* CHECK-OUT SLIP \*\*\*\*\*

It is necessary that you go to the following places to obtain signatures before returning this form to your school counselor

#### SIGNATURES:

Library \_\_\_\_\_

Phys Ed (locker) \_\_\_\_\_

Main Office \_\_\_\_\_

Nurse \_\_\_\_\_

Attendance Office (last signature) \_\_\_\_\_

PERIOD	SUBJECT	TEACHER	SIGNATURE	CURRENT AVERAGE	BOOK RETURNED?	
					Yes	No (fee owed)
1						
2						
3						
4						
5						
6						
7						
8						
9						

School Counselor \_\_\_\_\_ Date to Attendance \_\_\_\_\_ Date to Guidance \_\_\_\_\_

NORTH TONAWANDA CITY SCHOOL DISTRICT  
INDEPENDENT STUDY APPLICATION

Independent studies are offered for courses that are not scheduled during the regular school day. Requests for independent study must be made to the teacher and receive approval from the student's counselor and the high school principal.

Student:\_\_\_\_\_ Subject Area:\_\_\_\_\_

To Be Returned To Principal:\_\_\_\_\_

Describe the general nature of your proposal. What do you hope to achieve? What topics will you be working on? What do you believe the study will produce?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the expected specific outcomes of this program?

- 1. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 2. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 3. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 4. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 5. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

NORTH TONAWANDA CITY SCHOOL DISTRICT  
INDEPENDENT STUDY APPLICATION (Contrd.)

How often and where will student/teacher communication take place?

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Explain in detail the evaluation process to be used during the duration of this

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Change to courses in the approved curriculum not scheduled during the regular school day.

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Expected Duration of Program \_\_\_\_\_ Credit Desired \_\_\_\_\_

PROGRAM APPROVAL (Signatures must be obtained in order)

1) COUNSELOR \_\_\_\_\_ DATE \_\_\_\_\_  
2) TEACHER \_\_\_\_\_ DATE \_\_\_\_\_  
3) STUDENT \_\_\_\_\_ DATE \_\_\_\_\_  
4) PARENT/GUARDIAN \_\_\_\_\_ DATE \_\_\_\_\_  
5) PRINCIPAL \_\_\_\_\_ DATE \_\_\_\_\_

Copies to: 1) Teacher  
2) Student Folder (Counselor)  
3) Student



## TASC EXAMINATION REQUIREMENTS (FORMERLY KNOWN AS “GED”)

The New York State Education Department requires all examinees to meet eligibility for HSE/TASC™ Testing in the following areas:





- Age Eligibility Requirements
  1. If you are 16 years of age on day of testing (see below)
  2. If you are 17 or 18 years of age on day of testing (see below)
  3. If you are 19 years or older on day of testing (see below)

**\*ANY AND ALL ATTACHMENTS OR INSTRUCTIONS FOR THE TASC CAN BE FOUND AT:** [http://www.acces.nysed.gov/ged/app\\_process.html](http://www.acces.nysed.gov/ged/app_process.html)













All 16, 17 or 18 year olds must establish age eligibility each time they wish to test

- NYS Residency Requirements  
The HSE/TASC™ Tests can be administered to any person who has lived in New York State for at least thirty (30) days prior to the test date AND
  - Has not graduated from an accredited high school in the United States or its territories; AND
  - Has not received a high school equivalency certificate or diploma in the United States or its territories; AND
  - Is not currently enrolled in a regular high school program of instruction leading to a high school diploma; AND
  - Has not previously earned scores on the HSE Tests sufficient to qualify for a high school equivalency diploma/certificate.
- Test Form Eligibility Requirements  
Each year, CTB/McGraw Hill offers the English and Spanish TASC™ in (3) test forms. Examinees cannot retest on test forms which they have taken in that calendar year. All examinees who do not meet the requirements for the high school equivalency diploma must include a copy of their failure notice when applying to retest.
- Test Date Eligibility Requirements  
HSE examinees must wait a minimum of sixty (60) days between test sessions when retesting, and examinees may not test more than three (3) times in a calendar year.



If you are 16 years of age on the day of testing, you must:

1. Complete Attachment A (Application for TASC™ Testing) [Attachment A](#)  (234KB) | Instructions  (20KB)
2. Provide verification of identity, residence, and age  
Driver's license, passport, military, or other forms of government (national or foreign) identification which show name, address, date of birth, signature and photograph are all acceptable.  
AND
3. Have reached maximum compulsory school attendance age. A student reaches maximum compulsory school attendance age when the school year in which he/she turned 16 (or such maximum age as the board of education of the school district may designate for required school attendance pursuant to section 3205(3) of the Education Law) has ended (June 30).  
AND
4. Be enrolled in an Alternative High School Equivalency Preparation (AHSEP) program on day of testing. Referral [Form T-TAF](#)  (29KB) - must be completed by an official from an approved AHSEP program.  
OR
5. Demonstrate/document eligibility to take the TASC™ Tests by providing the appropriate documentation to meet one (1) of the following criteria:
  - You have applied to the U.S. Armed Forces, a college, university or an accredited post-secondary institution.
  - Verification Form [Attachment D](#)  (37KB) - must be completed by a recruiting officer or college/university/post-secondary institution admissions official.

If you are 17 or 18 years of age on the day of testing, you must:

1. Complete Attachment A ( Application for TASC™ Testing) [Attachment A](#)  (234KB) | Instructions  (20KB)
2. Provide verification of identity, residence, and age  
Driver's license, passport, military, or other forms of government (national or foreign) identification which show name, address, date of birth, signature and photograph are all acceptable, and
3. Have reached maximum compulsory school attendance age. A student has reached maximum compulsory school attendance age when the school year in which he/she turned 16 (or such old district may designate for required school attendance pursuant to section 3205(3) of the Education Law) has ended (June 30).
4. Demonstrate/document eligibility to take the TASC™ tests of the following criteria:
  - One year has passed since you were legally able to leave school and last enrolled in a regular full time high school program on instruction leading to a high school diploma.  
Verification Form [Attachment B](#)  (31KB) must be completed by an official of the school district you last attended.  
OR
  - You were a member of a high school class that has already graduated.  
Verification Form [Attachment B](#)  (31KB) must be completed by an official of the school district you last attended.  
OR
  - You are enrolled in an approved Alternative High School Equivalency Preparation (AHSEP) Program.  
Referral Form [T-TAF](#)  (29KB) must be completed by an official from an approved AHSEP program.  
OR
  - You have applied to the U.S. Armed Forces, college, university or an accredited postsecondary institution.  
Verification Form [Attachment D](#)  (181KB) must be completed by a recruiting officer or college/university admissions official.  
OR
  - You have been a participant in a Job Corps program.  
Verification Form [Attachment D](#)  (181KB) must be completed by a Job Corps official.  
OR
  - You are a resident confined to a narcotics addiction control center, New York State Office of Children and Family Services (NYSOCFS) facility, jail or New York State Department of Corrections and Community Supervisor (NYSDOCCS) facility, or is a patient in a hospital in the State or county of New York.  
Verification Form [Attachment E](#)  (15KB) must be completed by an official of the facility/institution certifying that the applicant is confined to the facility or institution and the HSE diploma is an essential part of the rehabilitation process.  
OR
  - You are an adjudicated youth under the direction of a prison, jail, detention center, parole or probation officer.  
Verification Form [Attachment E](#)  (15KB) must be completed by an official from the institution or facility certifying that the applicant is under the direction of the facility/institution and the HSE diploma is an essential part of the rehabilitation process.  
OR
  - You have been home schooled.  
Verification Form [Attachment B](#)  (31KB) must be completed by an official of the school district that is working with student.
5. If you are 17 or 18 years old, are foreign born and do not meet any of the aforementioned criteria, then you must:
  - Complete Attachment A ( Application for TASC™ Testing)  
[Attachment A](#)  (234KB) | Instructions  (20KB)      AND
  - Submit Attachment F notarized signed by a parent, guardian, sponsor or spouse certifying that you have never attended a K-12 schools in the United States.      AND
  - Submit a copy of a passport or visa documenting your initial arrival date in the United States

If you are 19 years of age or older on test day, you must:

Complete Attachment A (Application for TASC™ Testing) [Attachment A](#)  (234KB) | Instructions  (20KB)

**Provide verification of identity, residence, and age**

Driver's license, passport, military, or other forms of government (national or foreign) identification which show name, address, date of birth, signature and photograph are all acceptable.

# The Common Scholarship

The Common Scholarship is made available to seniors in January of their senior year. By using the Common Scholarship, seniors are able to apply for up to 35 scholarships by completing only one (common) application. All scholarships are local, which assures that they are given to area students. Information on the Common Scholarship is given to seniors during classroom presentations in January. Forms are available on the NTHS website and students are encouraged to pay close attention to deadlines to insure that applications will be able to be processed.

## **INSTRUCTIONS FOR COMPLETING THE COMMON SCHOLARSHIP APPLICATION**

*Complete application online at: [www.ntschoools.org](http://www.ntschoools.org)*

*Click on High School, Guidance, Common Scholarship*

*Save to computer desktop or USB drive- work cannot be saved on the website*

If downloading application, type or use black ink for application and essay.

**A scholarship packet** (to individual organizations) consists of:

1. Application with Name of Scholarship filled in
2. Transcript – available in the Counseling Center
3. Required general essay for **all** scholarships
4. Additional essay, if needed, as stated in Individual Scholarship Descriptions
5. Any additional information, such as recommendation letters, etc.
6. Insert extra pages, if necessary, one-sided only

## **RETURN ALL COMPLETED PACKETS TO THE COUNSELING CENTER**

⇒ *Copying is the **student's** responsibility.*

⇒ *Only **complete** application packets will be considered!*

**ALSO** TO BE HANDED INTO THE COUNSELING CENTER (Counseling Center Packet):

1. Scholarship Check-off Sheet indicating scholarships student is applying for.
2. Completed original application (scholarship name to be left blank).
3. All essays and additional info (attachments to individual packets).

**Deadlines are FIRM and usually fall in February. Check the school website for detailed information.**

***REMINDER: ALL COPYING IS THE STUDENT'S RESPONSIBILITY***