

Levittown Public Schools K-12 Guidance Plan 2019-2021



LEVITTOWN BOARD OF EDUCATION

Peggy Marengi, President
Dillon Cain, Vice President
Marianne Adrian, Trustee
Christina Lang, Trustee
Jennifer Messina, Trustee
James Moran, Trustee
Michael Pappas, Trustee

**Levittown Public Schools
Guidance Plan
Grades K-12**

Central Administration

**Dr. Tonie McDonald
Superintendent of Schools**

**Ms. Debbie Rifkin
Assistant Superintendent for Human Resources**

**Dr. Christopher Dillon
Assistant Superintendent for Business and Finance**

**Mr. Todd Winch
Assistant Superintendent for Instruction**

Committee Members:

**Jami Anspach
Mark Curtiss
Lindsay Grand
Elizabeth Hammer
Meghann Hodge
Michelle Kelly
Maura O'Sullivan
Patricia Peyton
Noreen Vail-Gandolfo
Janice Yevoli**

**Levittown Public Schools
Guidance Plan
Grades K-12**

It is the mission of the Levittown Public Schools to develop inquiring, knowledgeable and enthusiastic students who value and demonstrate critical thinking and problem solving and meet the District's goal of *Success for Every Student*. Through collaborations and partnerships,

Levittown Public School graduates will be compassionate, life-long learners capable of achieving their personal goals as self-sufficient, responsible and contributing citizens of a diverse global community.

As per the New York State Commissioner of Education's Regulations relating to School Counseling released in May 2017, the Levittown School District renews its commitment to developing a comprehensive Guidance Plan which addresses the needs of all students in grades Kindergarten through 12th.

Grades K-5

Guidance Plan Program Objectives for Students in Grades K-5

Objective #1: Encourage students in grades K-5 to participate effectively in their current and future educational programs.

Goal: For students to access and engage in all aspects of the education program and make sufficient progress as determined by observations of classroom teachers, grade level standards as outlined on report cards, and standardized assessments (e.g. AimsWeb monitoring).

Assessment: Student progress will be reported throughout the year through report cards in all academic and special areas. Reading and math skills will be assessed multiple times a year in accordance with the [district's Response to Intervention \(RtI\) plan](#). Kindergarten students will be screened in the spring prior to entering school.

Methods/Activities: Students will be exposed to a wide variety of topics related to their academic progress as well as what they can expect in secondary school and beyond. Activities related to this may include:

- Elementary push-in lessons
- Guest speakers introducing students to various careers

Should a student demonstrate difficulty in any area that prevents him or her from accessing the general curriculum or participating in any of his or her educational program the following steps may be implemented:

- 1) Classroom teacher contacts parents/guardians to inform them of the area of difficulty and how it is being addressed in the classroom. The classroom teacher provides guidance as to how to assist the child at home, if appropriate, and apprises the parent of additional steps that might be taken, such as:
 - a. Referring the student to the Instructional Support Team
 - b. Consulting with the school support staff.
- 2) If interventions are recommended, frequent monitoring and communication will be maintained with the team and parents/guardians.

Objective #2: Assist students in K-5 who exhibit a poor attendance record.

New York State Educational Law states that all students must attend school regularly when they are physically and mentally able to do so. The law allows absences for the following legal reasons:

1. Personal illness
2. Death in family
3. Religious observances
4. Required court attendance
5. Official quarantine
6. School approved and supervised trips

Parents must call the school nurse to report their child's absence. Upon returning to school, each student must present a written excuse, signed by a parent or guardian, stating the date, length of time and reason for the absence. Failure to provide such notes in a timely fashion will render the absence illegal.

It is important for students to build positive attendance habits early. Once students begin taking high schools courses, poor attendance may result in delays in graduation. Parents and students should be aware that once in high school, students with greater than 20 absences for a full-year course or 10 absences for a half-year course will not receive credit for that course.

Goal: For students to maintain good attendance, attending class every day.

Annual Assessment: Improved student attendance will be assessed by attendance reports.

Methods/Activities: At the elementary level the following procedures outline how student attendance as well as concerns related to attendance are handled:

- 1) If the parent/guardian has not contacted the school to report an absence, the school Nurse or Attendance Secretary will contact the parent; if contact is unable to be made or unexcused absences begin to accumulate....
- 2) School Counselor or School Social Worker will attempt to contact parent; if contact is not able to be made or if excessive absences, tardiness or early release events continue to occur....
- 3) Building administrator will be alerted and a home visit may be initiated by School Counselor, School Social Worker, School Psychologist and/or Principal.
- 4) If absences exceed 10 days or if there is a concern regarding excessive absences, tardiness or early release events, a letter will be sent home alerting parents to the excessive absences.
- 5) If absences have totaled 20 or more a mandatory meeting with building administration, relevant staff members and parents will occur.
- 6) If excessive absences continue to accumulate, Child Protective Services (CPS) may be contacted by staff. Excessive absences may lead to retention.

Objective #3: Assist students in K-5 who exhibit (a) academic, (b) behavioral and/or (c) adjustment problems.

Goal: Students with academic, behavioral and/or adjustment problems which impact their ability to access the curriculum will demonstrate improvement in class participation, classwork production, and/or homework completion. Specific areas of need will be targeted for intervention and students will demonstrate improvement in the targeted area(s).

Annual Assessment: Students will be assessed by the classroom teacher on the quantity and quality of their work and school assessments. Report cards will be used as measures of progress. Behavioral and adjustment issues will be progress monitored. Improvement will be compared to the baseline measure of presenting problem(s).

Methods/Activities: Classroom teacher will collaborate with parents and support staff to develop a plan targeting specific areas of concern. Instructional support team, research based Response to Intervention strategies, and progress monitoring will be used to assess success of interventions. Individual and/or group counseling with the school counselor, social worker, and/or psychologist may be implemented. Collaboration with outside agencies may occur as appropriate. Team meetings with parents and relevant staff members will be held regularly and communication will occur often between staff and parents.

Objective #4: Provide education to students in grades K-5 concerning personal safety, including but not limited to the avoidance of child sexual abuse, physical abuse, online exploitation, drug and alcohol abuse.

Goal: To teach students to identify situations which make them comfortable and uncomfortable, as well as which situations could be potentially dangerous. Students will identify the individuals in their support system they can trust with information regarding threats to their own safety or the safety of others.

Assessment: Students will be assessed through dialogue within the classroom, observations by teachers and support staff, parental feedback and district surveys.

Methods/Activities: Support staff and teachers will teach lessons about health and risks to student safety at developmentally appropriate levels.

Objective #5: Encourage parental involvement.

Goal: To provide opportunities for parents to become more involved in school activities focused on academic, behavioral, cognitive and social/emotional development through team meetings with staff, workshops, back to school nights and other school activities.

Assessment: Attendance at team meetings and workshops as well as other school events will be monitored. Surveys will be utilized to collect parent feedback.

Methods/Activities: A variety of tools will be used to increase parent involvement including Back to School Night, Parent University, parent involvement on district committees, as well as parent surveys.

Grades 6-12

Guidance Plan Program Objectives for Students in Grades 6-12

Secondary Counseling Department Central Goal

It is the goal of the Levittown Middle Schools' and Levittown High Schools' Counseling Departments to assist in the social, emotional, and academic development of the whole student to make for a successful future beyond their educational experience in our district.

SCHOOL COUNSELING

The Levittown School District Counseling personnel fully support the district mission as stated on page 3

To do so, it seeks to:

- Assure school success for all students as the outcome of all counseling efforts.
- Provide timely and effective communication with students, parents and teachers on all matters germane to its responsibility.
- Continuously educate constituents as to the expectations of the Levittown experience including graduation requirements, assessment standards and various opportunities created by valuable academic programming.
- Provide and support career and college education awareness and planning at all levels.
- Coordinate counseling, consulting and related services efforts of all support components within the school district.

School Counseling Staff

Division Avenue High School..... (516) 434-7167

Mark Curtiss (Chairperson)
Dominick Campagna
Lynn Castellano
Sharlene Defendini
Elizabeth Shapiro
Elizabeth Thompson

General Douglas MacArthur High School..... 516) 434-7244

Elizabeth Hammer (Chairperson)
Jeanne Bernard
Colleen Lang
Nikki McNerney
Patti Miranda
Stacy Phillips

Jonas E. Salk Middle School(516) 434-7364

Maura O'Sullivan (Chairperson)
John Caulfield
Michelle Lyons
Meghann Hodge
Michelle Steward

Wisdom Lane Middle School (516) 434-7310

Maura O'Sullivan (Chairperson)
Dominick Campagna
Christine Elder
Barbara Loveland

Grades 6 - 8

Standard 1 <i>Career Development</i>	Standard 2 <i>Integrated Learning</i>	Standard 3a Universal <i>Foundation Skills</i>	Standard 3b <i>Career Majors</i>
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	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 post-secondary programs.
School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> • Career Awareness • School Mentoring • Transition Counseling • Career Research 	<ul style="list-style-type: none"> • Career Interest Inventory • Collaboration with Home & Careers curriculum. • Project Based Learning • School Mentoring • Transition Counseling • Career Research and Collaboration 	<ul style="list-style-type: none"> • Project Based Learning • Technological Training and Application • School Mentoring • Transition Counseling • Career Research and Collaboration 	<ul style="list-style-type: none"> • Career Day • Collaboration with Home & Careers curriculum.

Grades 9 – 12

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	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 post-secondary programs.
School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> • Career Awareness • Speakers • School Mentoring • Career Action Plan • Transition Counseling • Community Internship Programs • Workforce Preparation 	<ul style="list-style-type: none"> • Career Interest Inventory • Integrated Academic/Vocational Programs • Project Based Learning 	<ul style="list-style-type: none"> • Project Based Learning • Technological Training and Application 	<ul style="list-style-type: none"> • Career Major Cluster • Technological Training and Application • Vocational Programs (BOCES)

College/Career Planning

The 6-12 counseling program has as part of its charge the goal of preparing our students for successful lives after graduating from the Levittown School District. This process involves making students and parents/guardians aware of academic requirements as well as providing appropriate and rewarding school-to-work experiences. The middle school and high school counselors provide transitional programming at every stage, with the ultimate goal being students' successful adjustment from high school to college, military or post-secondary employment.

Counselors develop appropriate schedules for students in accordance with state and local learning standards as implemented by the New York State Department of Education. Developing career awareness utilizing specialized software (Naviance) and other electronic and tangible means begins at the middle school level. College fairs, the processing of college applications and other post-high school educational programs, as well as providing students access to representatives from such institutions and programs contribute to a comprehensive school-to-career program.

College and Career 7 Year Portfolio

6th – Interests

- All students enroll in a Family & Consumer Science Course
- Primarily Career Planning begins
- A career fair to give students a broader perspective as they begin to think about their future.

7th – Beginning to Connect Personality, Interests and Career Possibilities

- Exploring interests and strengths by using an Interest Inventory and Strengths Explorer through Naviance.
- Exploration of Careers and Clusters
- Career Matches
- Adding careers to the “add to my list” tab
- Culminating Activity - students will develop a portfolio/career plan to build on in future years.

8th – The College Concept

- Students will be introduced to the college experience through College Awareness Week.
- Their research will allow students to get a sense of various majors, courses of study, and the overall feel of a campus

9th – Building a Marketable Future

- Introduction to college process and vocational opportunities
- Strengths Exploration
- Resume development
- Parent Workshops

10th – Exploring Careers

- Students will explore the following
 - Overview; Knowledge & Skills; Tasks & Activities; Wages
- Parent Workshops
- Culminating Activity – Students will build a career profile using Naviance

11th – Searching for the Right College or Program

- College Searches via Naviance
- Individual Junior Conference
- College Planning Workshop

12th – The College Application Process

- Connecting to Common App
- Adding to the “Colleges I am applying to” list
- Recommendations
- Scholarship searches
- Updating college decisions
- Financial Aid Workshop

Middle School and High School Counseling: Events for Planning and Transition

Entering a new school year can be challenging for students and their parents/guardians. To assist students moving forward to different school buildings within the district and those new to the district, the Middle School and High School Counseling Departments have developed a series of programs geared to building a comfortable outlook for a bright educational future within the Levittown School District.

Vital information is disseminated through a series of evening parent/guardian programs and classroom presentations for students. Parent/guardian evening meetings are planned to inform them of school expectations and procedures, so that they might play an active role in helping their children attain optimal academic success.

The Counseling Department conducts a variety of programs to assist in the transition from middle school to high school. In order for our students and their families to take full advantage of the varying resources offered throughout district, we offer various student and parent information and orientation sessions such as those on the following pages.

5th Grade Parent/Student Orientation for Middle School

Target Grade:	Time Frame	Preparation Time	Activity Duration
5	May	4 Hours	2 Hours

Need	Objective		Activity	
Parents with children entering middle school require information about school programs and expectations.	To provide an overview about middle school programming including course opportunities, and the school's expectations for student success.		The parent orientation is publicized on the school calendar and a special mailing is sent to all 5 th grade parents. School counselors are introduced and a short presentation is made focusing on relevant middle school information. Appropriate literature is distributed and questions are answered.	
Outcome	Evaluation	Staff	Resources	Preparation
Parents will have a comprehensive understanding of the middle school program. They will be familiar with the physical plant and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged.	Parent/guardian and student feedback.	Administrators, faculty, staff, directors, counselors	PowerPoint presentations, informational folders	<ul style="list-style-type: none"> • Devise roster of incoming students and parents. • Make folders with pertinent course and middle school information for each family. • Coordinate informational presentations throughout building.

6th Grade Orientation

Target Grade:	Time Frame	Preparation Time	Activity Duration
6	August	2 Hours	2 Hours

Need	Objective		Activity	
Students need information about the middle school expectations, daily functioning and physical plant to ease their possible anxiety behind transition.	To provide students with accurate information concerning the location, personnel and activities of the Middle School and how to access its services.		6th grade students will take part in an assembly from administration, faculty and support staff. 6 th grades students will tour the building.	
Outcome	Evaluation	Staff	Resources	Preparation
Familiarize students with the functioning of the middle school.	Parent/guardian and student feedback.	Administrators, faculty, staff	Administrative assembly, classroom first-hand experience	<ul style="list-style-type: none"> • Presentation coordination • Locker assignments • Finalized student schedules prepared.

6th Grade Parent Transition Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
6	January	2 Hours	1 1/2 Hours

Need	Objective	Activity		
Students and their parents/guardians require information about the course offerings and expectations of seventh grade.	To provide parents/guardians and students with an overview of the demands of seventh grade.	Informed through the school calendar and mailings parents/guardians and students hear presentations from the middle school Principal, Assistant Principal(s), and School Counselors.		
Outcome	Evaluation	Staff	Resources	Preparation
Parents will acquire an initial, comprehensive understanding of seventh grade.	Student/Parent/Guardian feedback.	Administrators, counselors	PowerPoint presentation, programming handouts	<ul style="list-style-type: none"> • Update PowerPoint presentations. • Update programming handouts.

7th Grade Parent Transition Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
7	January	2 Hours	1 1/2 Hours

Need	Objective	Activity		
Students and their parents/guardians require information about the course offerings and expectations of students in eighth grade.	To provide parents/guardians and students with an overview of the work required of 8 th grade students.	Presentations from the middle school Principal, Assistant Principal(s), and School Counselor. Parents will be notified by mailings. Events are also listed on the school calendar.		
Outcome	Evaluation	Staff	Resources	Preparation
Parents will acquire an initial, comprehensive understanding of what will be expected of their students in eighth grade.	Student/Parent/Guardian feedback.	Administrators, counselors	PowerPoint presentation, programming handouts	<ul style="list-style-type: none"> • Update PowerPoint presentations. • Update programming handouts.

8th Grade Parent/Student Orientation Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
8	January	2 Hours	2 Hours

Need	Objective	Activity		
Transitioning students and their parents/guardians require information about high school.	To provide parents/guardians and students with an overview of high school, including graduation requirements, academic and social expectations and career pathways.	The parent orientation is publicized on the school calendar and in a special mailing to incoming students. Parents/guardians hear from administrator presentations and have the opportunity to speak directly with High School Guidance faculty. Various opportunities for extra-curricular and sports participation will be provided. Information about college credit and AP courses will be given out.		
Outcome	Evaluation	Staff	Resources	Preparation
<ul style="list-style-type: none"> Parents will acquire an initial, comprehensive understanding what will be expected of their children in high school. School procedures will be disseminated and reviewed. Various opportunities for extra-curricular and sports participation will be provided. Information about College Credit and AP courses will be given out. Parental involvement and support will be fostered, resulting in increased student academic, social and career/college success. 	Parent/Guardian/ Student feedback.	High school and middle school administration, counselors	PowerPoint presentation, high school informational handouts	<ul style="list-style-type: none"> Update PowerPoint presentations. Update handouts. Coordinate timing with middle school administration and staff.

Back to School Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	September	1 Hour	1 ½ - 3 Hours

Need	Objective	Activity		
Parents/guardians need information regarding current course requirements and student/parent expectations for successful course outcome.	Provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for student academic success.	Parents follow an abbreviated class schedule of their child's typical school day and/or make individual appointments with teachers for student conferences. Teachers disseminate information regarding expectations for each course. Parents are encouraged to visit counselor & other related services personnel.		
Outcome	Evaluation	Staff	Resources	Preparation
Communication between school and home enhanced, promoting academic success for students.	Parents give verbal feedback and remain updated on their child's needs and strengths.	Administrators, teachers, counselors and support staff	High school and middle school classrooms, informational handouts, student schedules	<ul style="list-style-type: none"> • Provide student schedules. • Assist in the development of the program.

9th Grade Orientation

Grade 9 - August

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	September	1 Hour	1 ½ - 3 Hours

Need	Objective	Activity		
Students, and parents/guardians need to be aware of the opportunities available to them through the Levittown School District such as extracurricular activities, academic assistance, etc.	To make parents and students aware of activities, courses and community service experiences that will enable them to build a strong high school portfolio.	Students and parents/guardians will meet with the High School Administration team and support staff for an overview of the courses, extracurricular experiences and school policies.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will become more aware of the high school portfolio process and how it will help them prepare for life after graduation.	Earlier student involvement and inquiry (prior to eleventh grade) in the portfolio process.	Chairperson, school counselors, student volunteers	College/university admissions and Counseling Office handouts, mailing	Home mailings, PowerPoint for presentation, Student and college/university admissions representative recruitment.

9th & 10th Grade Parent Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	November/December	1 Hour	1 ½ - 3 Hours

Need	Objective	Activity
Students and parents/guardians need to be aware of graduation requirements and testing for academic and post-secondary planning.	To make parents and students aware of graduation requirements, PSAT, SAT/ACT testing opportunities and extra-curricular clubs/teams. During this evening presentation, parents and students will learn about the importance of academic planning to be prepared for post-secondary options.	Students and parents/guardians will meet with school counseling staff for an overview of HS graduation requirements and academic planning.

Outcome	Evaluation	Staff	Resources	Preparation
Students/parents will become more aware of the high school requirements and how to maximize their opportunities in high school.	Earlier student involvement and inquiry (prior to eleventh grade) in the portfolio process.	Chairperson, school counselors, student volunteers	College/university admissions and Counseling Office handouts, mailing	Home mailings, PowerPoint for presentation, Student and college/university admissions representative recruitment.

Junior Conferences

Target Grade:	Time Frame	Preparation Time	Activity Duration
11	March-May	1 Hour	1 – 1 ½ Hours

Need	Objective	Activity		
<p>Juniors need specific information regarding careers, college majors, the college/career/post-secondary program application process, progress toward graduation and their goals.</p>	<p>To explain the college/career application process, gather information on future plans, and give information on post high school programs that is specific to the individual students' needs.</p>	<p>Counselors meet with each junior and his/her parents/guardians and go over course selections for next year. The college application process is explained. College/program visitation is stressed and college search information and resources are reviewed. Graduation requirements, diploma type, letters of recommendation, and SAT/ACT/SAT Subject Test information are discussed.</p>		
Outcome	Evaluation	Staff	Resources	Preparation
<p>Students will have the necessary information to begin/continue the post high school search process. Students will be aware of graduation requirements and the importance of academic success.</p>	<p>Observation during senior conferences allows counselors to assess preparedness for post high school transition.</p>	<p>Counselors</p>	<p>Transcripts, recommendation request forms, activity sheet samples, parent recommendation forms, Naviance.</p>	<ul style="list-style-type: none"> • Review information to be covered and distributed. • Update all sheets for students and copy. • Review each student's transcript, determine credits, diploma type, courses and exams needed. • Schedule a conference with each student. • Distribute passes and follow up with students or reschedule as needed.

11th Grade College Planning Workshop

Target Grade:	Time Frame	Preparation Time	Activity Duration
11	February	5 Hours	2 Hours

Need	Objective	Activity		
Students, parents/guardians need to be knowledgeable about the world of higher education, college/university admissions, and the application process.	In addition to Junior College appointments, students and parents/guardians will have the opportunity to attend the College Planning Workshop, which features workshops on the college application process, the college essay, The SAT/ACT exams and college athletics.	Students, parents/guardians will attend the College Planning Workshop.		
Outcome	Evaluation	Staff	Resources	Preparation
Students and parents/guardians will be knowledgeable of the post high school search and application process.	Students (and parents/guardians if they so choose) will enter the Junior College Appointments with more knowledge of the application process.	College/University representatives, chairperson, school counselors, counseling office administrative assistants	Classroom space, handouts, PowerPoint projector, student volunteers, guest speakers	<ul style="list-style-type: none"> • Individual student/parent appointments. • Guest speaker recruitment. • Student mailings and email reminders.

12th Grade Student/Parent Conference

Target Grade:	Time Frame	Preparation Time	Activity Duration
12	September-November	2 Hours	1 ½ Hours

Need	Objective	Activity		
Parents and students need information regarding the contents of a successful post-high school portfolio as well as strategies for having a successful senior year.	To provide various forms of information regarding the details of the college essay, resume, post high school program applications and the transition to college, work or the military.	<ul style="list-style-type: none"> • Counselors will push into English classes to distribute and discuss pertinent information about the college application process. • Students and parents/guardians will meet individually with their counselors to review the application process, become familiar with the Common Application and review all components of the college application. • Students will have the opportunity to attend in-school College Mini Fairs to meet with college representatives and gather information about colleges and universities. • Students will have the opportunity to attend weekly college application workshops where they will receive one to on assistance with their college applications. 		
Outcome	Evaluation	Staff	Resources	Preparation
Parents and students will better understand and successfully complete the post high school academic program application process.	Feedback from those in attendance including students, parents/guardians, administrators and counselors.	Counselors, administrators, college admission representatives from at least two higher education institutions	Mailings, announcements over loud speaker, verbal reminders from counselors, faculty and administration	<ul style="list-style-type: none"> • Contact college/university admissions representatives. • Send information to parents. • Prepare handouts.

College Fairs

Target Grade:	Time Frame	Preparation Time	Activity Duration
11 & 12	September/October	3 Hours	1.5 Hours

Need	Objective	Activity		
Students should have adequate exposure to a variety of college, university, military and technical education representatives within their own school.	To assist students in deciphering their personal needs in post high school programs and devising a list of possible options while understanding what is required of them for admission.	Students will attend a College Fair where over 100 post high school education program representatives will be available for informal conferences/presentations at College Mini Fairs.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will become more aware of their own needs in a post high school education program and will develop a list of possible options to aid them in their college search.	Student fair volume, engagement with representatives, representative feedback, student feedback.	Chairperson, school counselors, counseling administrative assistants	College/university/ technical and military representatives	Mailings to representatives, student/parent/guardian mailing and reminder emails through Naviance, cafeteria setup, administrative/faculty cooperation and supervision.

Financial Aid Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
11 & 12 (all levels invited)	September/October	2 Hours	2 Hours

Need	Objective	Activity		
Students, parents/guardians need to be aware of the financial requirements ahead of them to receive adequate monetary aid for post high school education programs. Parents need guidance on how to fill out the Free Application for Federal Student Aid (FAFSA) form.	To assist students, parents/guardians in understanding and completing FAFSA and how to find additional opportunities for financial awards.	Students and parents/guardians will listen to an information session from a Financial Aid expert as to the details of the FAFSA form and that behind the financial opportunities available for higher education and post high school education programs.		
Outcome	Evaluation	Staff	Resources	Preparation
Students, parents/guardians will become more aware of the details of the financial aid process.	Increase in number of FAFSA forms filed by students and their families.	Chairperson, financial aid expert, school counselors, student volunteers	Guest speaker and Counseling office handouts, mock FAFSA forms	Home mailings, scheduling of Financial Aid speaker.

Naviance and Other College and Career Planning Software

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	Year-Round	Year-Round	Year-Round

Need	Objective	Activity		
Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.	To have students explore careers that fit their interests and abilities, facilitating their college selection process.	Students will explore career options and college majors using Naviance Student. At the high school level, students will complete a Career Interest Inventory to learn about career paths that align with their interests. During junior conferences, students will perform college searches to generate schools and majors of interest for post-secondary planning.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of career and college information, expectations and requirements.	Students will enter into post-secondary training in a career/major that fits their interests and abilities.	School counselors, administration, faculty (Home and Careers)	Computer lab, desktop computer, Naviance and other Career software.	<ul style="list-style-type: none"> • Student registration. • Informational handouts. • Student meetings both individual and group.

Military Advisement

Target Grade:	Time Frame	Preparation Time	Activity Duration
9-12	School Year	1 Hour	2 Hours

Need	Objective	Activity		
Students who are interested in the military as a career need to gain information and access to recruiters.	To provide the most up-to-date information regarding opportunities in the military.	Information sessions with members of the armed forces. Military representatives, conduct seminars at the high school.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will receive information regarding possible options in the military service.	Number of students who attend the advisement sessions and who ultimately pursue a career in the military. Feedback from recruiters and students.	Counselors and military personnel, guidance secretaries	Information packets, meeting room	<ul style="list-style-type: none"> • Phone conversations with recruiters to set up visitations. • Meet with recruiters to discuss statistics.

PSAT, SAT, and ACT Advisement

Target Grade:	Time Frame	Preparation Time	Activity Duration
10-11	October – March	Year-Round	Year-Round

Need	Objective	Activity		
Students need to be given the opportunity to gain experience with college admissions testing.	Provide students with opportunity to take standardized tests.	Standardized tests, specifically the PSAT are administered during the spring of sophomore year and first semester of junior year. SAT and ACT are administered throughout the school year. In addition through a partnership with Method Test Prep & Catalyst, SAT & ACT prep is available at a reduced cost or for free.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the PSAT, ACT and SAT during their junior year. Students will also understand which tests are appropriate to take.	Counselors will receive feedback from students following exams. Students can also take part in practice testing and will receive interpretation of results. District administrators will review results.	High school counselors, teachers, administrators, custodial staff, counselors' secretarial staff	Testing rooms, testing materials, registration forms, and mailings	<ul style="list-style-type: none"> • Organize sign-ups, collect fees and student information, and make spreadsheets. • Notify and update custodians with seating charts. • Read through exam materials to prepare for test administration.

College Application and Selection Process

Target Grade:	Time Frame	Preparation Time	Activity Duration
12	School Year	15 minutes	45 Minutes or as needed

Need	Objective	Activity		
Completed college applications need to be processed.	To provide students with year-long guidance and supervision in the college selection and application process.	Students meet repeatedly with their counselors to review the selection process, ask questions and review college applications. Mid-year marks are forwarded to colleges and weekly college application workshops are held after school from October December for “drop in” application assistance. Final grades are mailed to the college of choice.		
Outcome	Evaluation	Staff	Resources	Preparation
Students select appropriate colleges and programs and file applications.	Results of applications are recorded on senior cards.	Counselors, Counseling Office Administrative Assistants, Teachers	College applications, transcripts, senior file folders, recommendations, and computers	Completion of previous college events and programs listed in this document.

Professional Development

The counseling staff understands and promotes the importance of professional development. Activities such as membership in professional organizations help provide the counselors with new and innovative suggestions to continually evaluate and improve their program.

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	School Year	N/A	2 hours

Professional Memberships

Need	Objective	Activity		
Counselors need to get updated information in order to best assist students.	To remain current and increase knowledge on topics related to the field.	Counselors attend meetings, participate in list-serves, and review materials on relevant topics and get updated information as well as exchange ideas with counselors from other districts and colleges.		
Outcome	Evaluation	Staff	Resources	Preparation
Counselors remain abreast of new information and topics in the field.	Counselors meet as a group and review memberships at the end of each year to determine value.	School counselors, Chairperson	Registration fees and administrative support	<ul style="list-style-type: none"> Research topics to be discussed at meetings. Gather questions on areas that need further explanation.

Need	Objective	Activity
------	-----------	----------

School counseling graduate students need supervision	To provide students with an opportunity to be exposed to the guidance profession. To supervise graduate	Graduate students are expected to fulfill the requirements of a New York Accredited School Counseling Program		
Target Grade:	Time Frame	Preparation Time	Activity Duration	
6-12	School Year	30 minutes	1 semester or as needed	
Outcome	Evaluation	Staff	Resources	Preparation
Intern will develop a thorough understanding of the varied responsibilities and duties of a school counselor.	Graduate students will successfully complete internship program and attain a job as a school counselor.	Middle and high school counselors	Guidance office, guidance plan, university expectations	<ul style="list-style-type: none"> ▪ Develop comprehensive schedule and training plan for intern. ▪ Monitor progress and supervise daily. ▪ Provide supervision meetings for intern to give feedback. ▪ Meet once per semester with the student's school supervisor.

Graduate /Intern Supervision

Annual Update of Guidance Plan

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-12	September-November	1 Hour	50 Hours

Need	Objective		Activity	
An up- to-date Guidance Plan that meets and exceeds the state requirements.	To clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities and time spent on activities.		Counselors research new state requirements to ensure the plan is current. Counselors review current plan and note any necessary changes, and provide information on activities to be added. As the need to stay current and cutting edge is addressed year-to-year, changes are presented at department meetings as well as faculty meetings.	
Outcome	Evaluation	Staff	Resources	Preparation
The Guidance Plan is a document that briefly describes guidance responsibilities, as a comprehensive document aligned with state regulations.	Current Guidance Plan is in place and adopted by the Board of Education.	Counselors, Guidance Chairpersons, secretaries, and Assistant Superintendent for Instruction	Classroom, computer, former Guidance Plan	Meeting with Assistant Superintendent for Instruction.

Record Keeping

The counseling staff actively reviews students' schedules, credits, and transcripts to maintain the integrity of student records. The school counselor maintains records for students receiving academic intervention services.

Record keeping, the disclosure of student records and information is subject to the Family Education Rights and Privacy Act of 1974 (FERPA). Counselors adhere to the provisions of this law, as well as any related state mandates.

Record Review

Target Grad:	Time Frame	Preparation Time	Activity duration
6-12	School Year	N/A	Ongoing

Need	Objective	Activity		
To ensure the recording and maintenance of accurate grades, credits, transcripts, GPA and rank for our students.	To maintain the integrity of student records.	Verifying current student grades from previous years; end of year verification of grade calculation and accuracy of attendance, final exams, state assessments, and Regents exams.		
Outcome	Evaluation	Staff	Resources	Preparation
Information sent to colleges and other high schools will accurately reflect student achievement.	Information in Power School and Naviance.	Counselors, secretaries, technical support	Computer, report cards, transcripts	Ongoing collection of academic and extracurricular data.

Maintain Cumulative Records

Target Grad:	Time Frame	Preparation Time	Activity duration
6-12	School Year	N/A	Ongoing

Need	Objective	Activity		
The school is required to keep a cumulative record of individual students' academic progress, diploma type, and testing information.	Accurately maintain all relevant student information in a confidential, central student file.	Counselors maintain student information including schedules, diploma types, standardized testing, student course drop forms (HS), interventions attempted and other information on individual student performance.		
Outcome	Evaluation	Staff	Resources	Preparation
An accurate, comprehensive, and confidential student file will be maintained for each student.	Each student will have a complete file containing academic information.	Counselors, teachers, administrators, guidance secretaries	File folder for each student.	N/A

Documentation and Information Maintenance

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	Year-round	N/A	Hourly

Need	Objective	Activity		
Almost every aspect of counselor responsibilities requires documentation and record maintenance.	To accurately document pertinent information to ensure its accessibility when needed.	Counselors maintain information about students from many different sources. Counselors are also frequently asked to compile information regarding students, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are reviewed and progress toward graduation is tracked. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency.		
Outcome	Evaluation	Staff	Resources	Preparation
Information on students will be accurately compiled and maintained for future reference, comparison, and/or evaluation purposes.	Records are kept and appropriate information collected.	Counselors, guidance secretaries, technical support	Transcripts, forms, credit cards, schedules, and computer	Year-round gathering of data/information.

Scheduling

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

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

Course Selection

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-12	December - September	10 Hours	3+ weeks

Need	Objective	Activity		
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	Individually help students design a realistic and appropriately challenging class schedule to meet requirements and promote post-secondary requests. Ensure that students are able to select course requests online.	Counselors distribute and discuss course materials to students and encourage students to review their proposed schedule with parents, counselors meet with students individually for class selection, counselors follow-up with students/ parents regarding issues with their schedules. Course failures are rescheduled after summer school sign ups and again after summer school completion.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.	Students will meet their academic goals.	Counselors, counseling administrative assistants	Course selection sheets and PowerSchool, meetings with special area teachers to update course offerings	Meet with chair people/directors to discuss course offerings, update course selection sheet.

Advanced Placement (AP) Program

Advanced Placement courses (AP) are offered in various content areas throughout the curriculum. They give students the opportunity to earn credit or advanced standing at many of the nation’s colleges and universities. Courses are designed to give students a head start in college-level work and develop the study habits necessary to succeed in rigorous course work. In order to receive credit in an AP course, the AP Exam, administered by the College Board, must be taken. There is a fee of approximately \$94 per exam, which will be collected during the year.

Advanced Placement (AP) Program Facilitation

Target Grade:	Time Frame	Preparation Time	Activity Duration	
8-12	September-May	5 hours Registration, 60 hours Administration, 2 hours Package Exam	Varies	
Need	Objective	Activity		
Students need to be given the opportunity to take challenging courses that can earn them college credit.	To offer courses to students that will expand their coursework and provide a variety of academic experiences.	Chairperson will work with Directors to discuss course offerings.		
Out come	Evaluation	Staff	Resources	Preparation
Students will be programmed in AP courses based on teacher recommendations and student selection.	More Students will take more challenging courses, expanding the number of students taking Advanced Placement courses and Advanced Placement exams.	College Board approved staff members, Counselors	College Board course syllabi; professional development	Prepare information for dissemination to parents/guardians and students.

College-Level Course Offerings

Courses designated as college level earn credits from a variety of Colleges and Universities, which may be transferred to other universities pending their approval. Tuition varies per credit. All students are required to register through participating Colleges and Universities and are thus responsible for the financial obligation.

College Level Courses

Target Grade:	Time Frame	Preparation Time	Activity Duration	
9-12	August-June	3 hours (month for consortium meeting- 2 hours schedule coordination)	N/A	
Need	Objective	Activity		
Students are given the opportunity to take college-level courses at their district high school.	To offer courses to students that will expand their coursework and provide a variety of academic experiences.	Counselors will also work with faculty to discuss course offerings.		
Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for college-level courses.	Students will earn college credit by taking and passing their college-level courses.	College approved staff members	College course syllabi; professional development	Prepare information for dissemination to parents/guardians and students.

Schedule Adjustment

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	Year Round	1 day	30 minutes

Need	Objective	Activity		
During the school year students require schedule adjustments and classes need to be balanced to ensure equity of opportunity.	To review all change requests and to assess their validity consistent with state and local graduation requirements, and to create course enrollments considerate of class size, student ability, gender, diversity, and student interest.	<ul style="list-style-type: none"> Students must discuss possible schedule changes with their counselor. After discussing the change, including the student's purpose for wanting the change, the counselor will determine whether the change is in the student's best interest. Teacher, parent, and administrator input will be ascertained. Once the counselor validates the possibility of the change, the student will obtain the appropriate form from his/her counselor and get appropriate signatures. Once the change is approved, it is then made via the computer schedule system. New schedules are printed and given to student. All necessary teachers will be notified. 		
Outcome	Evaluation	Staff	Resources	Preparation
Relevant changes will be made which do not limit or diminish student opportunity. Courses will be balanced considerate of size, student ability gender and diversity.	Schedule changes and balanced classes will enhance the quality of the education that student obtains and assist in the overall academic success of the student.	Counselors, teachers, administrators	Change request forms, PowerSchool, up-to-date master schedule, student files, assessment scores	N/A

Scheduling for Special Needs Population

Target Grade:	Time Frame	Preparation Time	Activity Duration
Incoming 6-12	December-September	N/A	30 minutes

Need	Objective	Activity		
To meet the specific needs of special populations.	To appropriately place students within their prescribed special education program.	Creation and review of schedules for students with special needs.		
Outcome	Evaluation	Staff	Resources	Preparation
Schedules will be in compliance with IEP requirements.	The appropriate scheduling of students with special needs.	Counselors, special education teachers and coordinator	Scheduling materials, student records, IEP information	Counselor will attend annual reviews and IEP/504 meetings.

Student Achievement

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school prepared to meet the rigors of post-secondary education and/or the workforce. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways.

Aiding school success also means providing additional summer support to those students who may be doing all they can to succeed, yet are still encountering difficulty. Additional support may take the form of students tutoring peers or pairing students. Not every student learns in the same way, therefore a variety of supports are needed to help and encourage every student acquire school success.

Student Progress Comments

Target Grade:		Time Frame	Preparation Time	Activity Duration
6-12		School Year	Varies	Varies
Need	Objective	Activity		
During the school year, parents may request additional updates on their child's academic progress.	To provide students and parents/guardians with adequate information on the academic progress of their child.	Potential course failures or progress concerns are posted on Parent Portal quarterly.		
Outcome	Evaluation	Staff	Resources	Preparation
Parents/guardians will receive timely and informative feedback from teachers and counselors on the academic progress of their child.	Increased communication between parents/guardians, teachers, counselors.	Counselors, teachers	Telephone and various evaluative forms. PowerSchool, Parent Portal, Email	Faculty, counselor, administrator collaboration.

Parent/Counselor Conferences

Target Grade:		Time Frame	Preparation Time	Activity Duration
6-12		School Year	Varies	Varies
Need	Objective	Activity		
Parents/guardians and counselors need to work collaboratively to enhance student performance.	To provide parents/guardians with ongoing academic and social consultation regarding their child.	At the request of the student, parent/guardian or teachers, counselors will meet with parents and/or teachers to discuss student progress or parental concerns as it pertains to academic and social development. Counselors gather information from teachers and communicate information to parents. If teachers cannot be present, counselors will communicate conference outcomes with student's teachers.		
Outcome	Evaluation	Staff	Resources	Preparation
Parent/guardian communication will be enhanced to assure student access.	Increase communication between parents/guardians, teachers and counselors.	Teachers and counselors	Student grades, student standardized test scores, student progress information	Pre-schedule all parent conferences with staff and parents. Review student information to be shared with parents.

Summer School Mailing/Registration

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	June	3 weeks	30 minutes per student

Need	Objective	Activity
Students and parents need to be notified of course failures by the teachers and Summer School registration by counselors.	To notify parents and students of course failures and Summer School registration.	Counselors are given accurate information from teachers regarding students who have failed courses and/or failed state exams in a timely fashion. All course failures are highlighted and state exam failures are noted on students' report cards from teacher course failure sheets. Teachers fill out appropriate course/state exam, failure forms. Guidance administrative assistants fold, stuff, label and mail this information to parents and students. Counselors assist in the registration of students for summer school classes.

Need	Evaluation	Staff	Resources	Preparation
Parents and students must receive timely and accurate information regarding Summer School registration so they can be sure of admittance to needed classes.	Feedback from parents/guardians and students.	School counselors, guidance secretaries, Summer School Principal	Course failure/state exam failure lists, summer school forms, PowerSchool, envelopes, postage, labels, 4 th quarter report cards	Coordinate with faculty to gather academic data for mailings.

Academic Intervention Services (AIS)

Assisting with Selection, Scheduling, and Monitoring

Target Grade:	Time Frame	Preparation Time	Activity Duration	
6-12	All-Year including summer	Varies	Varies	
Need	Objective		Activity	
Students are identified as needing AIS to assist them in school and to ultimately meet the NYS learning standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations, assisting in the selection and scheduling of students.	To help students work towards meeting the NYS learning standards and graduation requirements. Responsible for scheduling students into PowerSchool and/or AIS classes.		Assisting in the selection and the monitoring of students receiving AIS. The District will forward letters and schedules to each student.	
Outcome	Evaluation	Staff	Resources	Preparation
Students receive academic support in targeted areas.	Student grades and test scores.	School counselors, administrators, teachers	Student records, test scores, grades	Review student records, test results and teacher recommendations, letters sent for each student indicated AIS service, maintain accurate records.

High School Senior Awards Program

Target Grade:	Time Frame	Preparation Time	Activity Duration	
12	January-June	10+ Hours	3 hours	
Need	Objective	Activity		
Students receiving scholarships and awards will be acknowledged by the school and community.	Recognizing students for their academic, athletic, and community accomplishments.	High school counselors, the Scholarship Coordinator and secretarial team serve as a scholarship committee keeping a database of all awards, contacts and presenters. The Scholarship Coordinator works with a guidance secretary to develop the program and mail invitations to presenters; works closely with secretarial team to develop an audience program.		
Outcome	Evaluation	Staff	Resources	Preparation
Students who have earned awards will be recognized by the school and community.	Number of students who are recognized at awards ceremony and input from presenters, parents, administrators and students.	Guidance counselors, administrators, custodial staff, guidance secretaries, high school faculty	High school auditorium, presenter copies of program, audience copies of program	The Scholarship Coordinator works with scholarship committee to assign awards to present. Copies of the program are made for all presenters and updated as needed, student program is designed and finalized, copied and folded, and custodians are given final head count.

Regents Exams

Target Grade:	Time Frame	Preparation Time	Activity Duration	
8-12	September - June	1 hour	2-3 hours	
Need	Objective	Activity		
Students and their parents need to be informed of state assessments needed to graduate from high school and/or to receive Local diploma, Regents diploma, Regents diploma with distinction.	To ensure that all students have the opportunity to meet state exam graduation requirements.	Examine students' records to insure all students are on track for regents diploma.		
Outcome	Evaluation	Staff	Resources	Preparation
Students and parents will be aware of the exams needed to graduate. Students will be prepared to take them.	All students will take exams needed to graduate and meet diploma requirements.	All	NYS website Curriculum Guides	Annually review students' records to insure they are on track for a Regents diploma.

Student Intervention

Optimally, students would always come to school ready to learn. However, there are several reasons that this may not be the case. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise, the counseling staff has a variety of ways to deal with them. These can include interventions within the school or referral to outside agencies. Interventions are made when students have attendance, behavioral, home or academic problems.

In-school interventions may consist of crisis counseling, individual counseling, and referral to the Student Support Team (SST) or referral to the Committee on Special Education.

Often issues that students and families deal with are beyond the realm of what the school is able to offer. When this arises, referrals are made to community agencies. This could involve outside counseling or intervention services, such as a PINS petition. These interventions are all focused on putting the student and/or the family in a better position to be successful.

Individual Study Team Meetings

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-8	School Year	Varies	40 Minutes/Week

Need	Objective		Activity	
Students have varying needs that should be addressed completely from the start to avoid prolonged difficulty.	To improve the academic and social performance of students who are at risk.		Teachers in all subject areas meet with grade-level counselors, psychologists and parents to discuss behavioral and academic observations of students thought to be 'at-risk. Strategies are developed for each student and implemented by the group immediately.	
Outcome	Evaluation	Staff	Resources	Preparation
The needs of at risk students will be addressed and a plan is devised and implemented.	Student success is reviewed at scheduled follow-up meetings. Data is collected on attendance, discipline and academic performance.	Included but not limited to: teachers, counselors, psychologist, social worker, nurse, parent and administrators	PowerSchool reports	Varies by student

Student Support Team (SST)

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	School Year	Varies	1 1/2 hours per week

Need	Objective		Activity	
Students referred by counselors or staff who are experiencing academic or behavioral difficulties.	To improve the academic performance of students who are at risk.		A team of school personnel meet weekly, to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a plan is devised.	
Outcome	Evaluation	Staff	Resources	Preparation
The needs of at risk students will be addressed and interventions implemented collaboratively.	Student success is reviewed at scheduled follow-up meetings.	Included but not limited to: administrator, school counselors, school social worker, school psychologist, nurse, deans	PowerSchool reports	Varies by student

Department of Social Services

Child Protective Services Referrals

Need		Objective		Activity					
Target Grade:		Time Frame		Preparation Time		Activity Duration			
6-12		When necessary		Varies		Varies			
Student safety		To report incidents as mandated. Support students when their safety may be compromised.		When information is received by any staff member describing an incident that may need to be reported to the Department of Social Services or Child Protective Services, a determination is made if the incident is reportable. Sometimes this is determined through consulting with colleagues or by calling CPS. The student is seen by the nurse for documentation. If the incident must be reported, the counselors work with the staff member, who makes the initial report and calls CPS. When CPS representatives come to school, the counselor will stay with the student during questioning. Counselors will follow up taking any necessary and appropriate steps needed. Counselors will also inform the principal.					
Outcome		Evaluation		Staff		Resources		Preparation	
Students are safe and supported allowing them to refocus on their education. Agency investigates allegations.		Students are safe, and a relationship with family improves.		Any person working in the building		Referral form, Child Protective Services, Department of Social Services		<ul style="list-style-type: none"> Compile data and evidence for referral. Meet with teams to discuss students of concern. Follow through on team recommendations. 	

Committee on Special Education Referrals

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	School Year	Varies	Varies

Need	Objective	Activity
Additional information is needed when interventions of the Instructional Support Team do not help a student achieve academic standards, and it is believed that the student may have a learning or emotional disability. A referral is made for testing with the appropriate school personnel.	To determine if a child has a learning or emotional disability that is impinging upon their academic success.	School counselors assist in the preparation of the referral form. The Coordinator of Special Education, school counselor, school psychologist discuss its implications with parents, inform child's team of teachers and school principal, and coordinate testing with the school personnel.

Outcome	Evaluation	Staff	Resources	Preparation
Student in need of individual education plans will be appropriately identified by the district. Student is tested, a CSE meeting is held and the committee recommends whether classification is appropriate or not.	CSE Annual Reviews are held for classified students.	Counselor, Special Education staff, General Education teachers	Varies	Varies

New Entrant Registration

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-12	School Year	15 Minutes	45 Minutes Per Registration

Need	Objective		Activity	
Obtain academic information from previous schools.	To accurately place students in classes.		Meet with student and parent/guardian, discuss career goals, courses offered and school procedures.	
Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for appropriate courses that will allow them to pursue career goals as well as meet graduation requirements.	Receipt of registration documents. Verification of course selection based on previous school records.	Central Registrar, School Counselor	PowerSchool	None

Counseling Publications

The Counseling Department writes and/or updates a number of publications each year. The counseling section of the Levittown School District's High Schools and Middle Schools pages provides up-to-date information about guidance activities, counselor assignments, evening informational evenings and scholarship information. Our pages also provide links that will help students find important websites for college admission testing information, scholarship and college search engines.

Some of the written documents available in the guidance office are:

- Our **School Profile** provides a description of the Levittown High Schools and is included with every college application.
- The **Course Selection Handbook** provides students and parents/guardians with detailed information of courses offered at Levittown Middle Schools and High Schools.
- The **College Planning Guide** is a step-by-step guide to the college selection and application process.
- **Grade Level Information Packets**
- **Guidance Portfolio** is a comprehensive document that explains critical information related to the High School experience.

These publications are updated yearly by the Counseling Department with the assistance of the administrative staff. The guidance website is updated regularly.