

**GREAT NECK PUBLIC SCHOOLS**

***GUIDANCE PLAN***

**2021 - 2023**

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## **Introduction**

One of the primary goals of the Great Neck School District is:

**To prepare all students to succeed responsibly in post-secondary education and/or the workplace.**

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

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

## **Commissioner's Regulations 100.2**

### ***SCHOOL GUIDANCE***

The Great Neck School District Guidance Plan personnel fully supports the district's goal:

**To prepare students to succeed responsibly in post-secondary education and/or the workplace.**

To do so, it seeks to:

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

## Overview of Document Design

The document is divided into sections that provide a comprehensive plan in the following areas:

- College/Career Planning
- Record Keeping
- Scheduling
- School Success
- Student Intervention
- Transitions
- Guidance Publications
- Professional Development

For each of the sections you will find the information in the following manner:

- Description
- Goals and Objectives
- Calendar
- Key/Legend for Matrix
- Matrix

The following goals show the breadth and depth of formalized guidance activities and initiatives currently in practice in the school district. It is with these goals in mind that guidance activities are created and initiated.

- To increase **COMMUNICATION** with parents.
- To promote clearer understanding of **SCHOOL ENVIRONMENT**.
- To promote understanding of **EDUCATIONAL REQUIREMENTS**.
- To promote **SCHOOL SUCCESS SKILLS**.
- To provide **CAREER/EDUCATION** awareness and planning.
- To promote **SOCIAL/PERSONAL** development.
- To increase **COMMUNITY INVOLVEMENT**.
- To provide **COORDINATION OF SERVICES**.
- To provide **CONSULTATION SERVICES**.
- To provide **COUNSELING SERVICES**.

Guidance is an essential aspect of the educational experience for all children. It is through the guidance program and counseling relationship that students are helped to interpret and integrate the world in which they live.

The K-12 District Guidance Plan which follows sets forth a framework to enable each school in the Great Neck School District to plan, organize, and implement a school counseling program designed to meet the needs of the entire student body.

**School Counseling Staff**

**Assistant Superintendent for Pupil Services..... 441-4970**

Dr. Joseph Hickey

**Great Neck North High School Counselors..... 441-4720**

Mr. Michael Neary, Department Head

Ms. Jordana Cohen

Ms. Kristen Corrigan

Mr. Peter Hidasi

Ms. Amanda Reilly

Ms. Kim Semder

Ms. Corinne Tortorice

**Great Neck South High School Counselors..... 441-4820**

Dr. Jo-AnnEyre M. Cruz, Department Head

Ms. Carly Bank

Mr. Christopher Erickson

Ms. Allison Gottfried

Ms. Gillian O’Connell

Ms. Stacey Rapp

Dr. Joseph Stopanio

Nicole Kinsey, Internship Coordinator

**Great Neck North Middle School Counselors..... 441-4520**

Ms. Tracey Segal, Department Head

Ms. Michele Israel

Mr. Heather Blasi

**Great Neck South Middle School Counselors..... 441-4620**

Ms. Jennifer Hill, Department Head

Ms. Jessica Chase

Ms. Jacelyn Scauzillo

**Great Neck Village School.....441-4900**

Mr. Stephen Goldberg, Director

**E. M. Baker School.....441-4100**

Dr. Michael Grimaldi, Principal

Dr. Heather Sweet-Lazos, Assistant Principal

**J. F. Kennedy School.....441-4200**

Mr. Ronald Gimondo, Principal

Mrs. Michelle Bell, Assistant Principal

**Lakeville School..... 441-4300**

Ms. Emily Zucal, Principal

Mrs. Neepa Redito, Assistant Principal

**Saddle Rock School..... 441-4400**

Ms. Luciana Bradley, Principal

Ms. Sara Goldberg, Assistant Principal

**Parkville School.....441-4350**

Ms. Kathleen Murray, Principal

**New York State Learning Standards**  
**Career Development, Occupational Studies**  
**and Curriculum Framework**

**Grades K – 4**

<b>Standard 1 Career Development</b>	<b>Standard 2 Integrated Learning</b>	<b>Standard 3a Universal Foundation Skills</b>	<b>Standard 3b Career Majors</b>
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.	
<b>School Based</b>	<b>School Based</b>	<b>School Based</b>	
-Career Awareness -Speakers -Field Trips/Tours -Work Simulation	-Integrated Academic/Vocational Programs -Project Based Learning -Work Simulation -Junior Achievement	-Project Based Learning -Technological Training and Application -Work Simulation	
	<b>Work Based</b>	<b>Work Based</b>	
	-Community Service -Entrepreneurial Projects	-Community Service -Entrepreneurial Projects	
<b>Connecting</b>	<b>Connecting</b>		
-School Mentoring	-School Mentoring		

**Grades 5 - 8**

<b>Standard 1 Career Development</b>	<b>Standard 2 Integrated Learning</b>	<b>Standard 3a Universal Foundation Skills</b>	<b>Standard 3b Career Majors</b>
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.	
<b>School Based</b>	<b>School Based</b>	<b>School Based</b>	<b>School Based</b>
-Career Awareness -Career Survey -Speakers	-Project Based Learning	-Project Based Learning -Technological Training and Application	
	<b>Work Based</b>	<b>Work Based</b>	
	-Community Service -Entrepreneurial Projects	-Community Service -Entrepreneurial Projects	
<b>Connecting</b>	<b>Connecting</b>	<b>Connecting</b>	
-Career Action Plan -Transition Counseling	-Transition Counseling	-Transition Counseling	

**Grades 9 – 12**

<b>Standard 1 Career Development</b>	<b>Standard 2 Integrated Learning</b>	<b>Standard 3a Universal Foundation Skills</b>	<b>Standard 3b Career Majors</b>
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.
<b>School Based</b>	<b>School Based</b>	<b>School Based</b>	<b>School Based</b>
-Career Awareness -Field Trips/Tours -Work Simulation -Internship	-Career/Major Cluster -Integrated Academic/Vocational Programs -Project Based Learning	-Project Based Learning -Technological Training and Application -Work Simulation	-Career/Major Cluster -Workplace as Classroom -Technological Training and Application -Vocational Program
<b>Work Based</b>	<b>Work Based</b>	<b>Work Based</b>	<b>Work Based</b>
-Community Service -Entrepreneurial Projects -Job Shadowing	-Community Service -Entrepreneurial Projects	-Community Service -Entrepreneurial Projects -Co-Op Work Study -Exploratory -Independent Work -Experience	-Entrepreneurial Projects -Co-Op Work Study -Independent Work -Experience
<b>Connecting</b>	<b>Connecting</b>	<b>Connecting</b>	<b>Connecting</b>
-School Mentoring -Transition Counseling -Workplace Mentoring -Workforce Preparation -Job Shadowing -Internship -Co-Op Work	-School Mentoring -Transition Counseling	-School Mentoring -Pre-Employment Program -Transition Counseling -Workplace Preparation -Technical Prep	-Career Action Plan -Job Placement

**Education Career Plan  
Overview**

<b>Career Development and Occupational Studies Standards</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Standard 1: Career Development</b> 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.	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Career in the Local Community</b> Programs and Activities in which students identify and describe different careers in the community and their interdependence.	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Career Awareness</b> Programs and activities in which students learn about themselves, the world of work, and the relationship between the two.	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Career Development Plan</b> Students identify and document their interests, skills, and achievements in a common or portable planning form.							√	√	√	√	√	√	√
<b>Job Shadowing</b> A special event in which students meet and talk to a variety of workers in different occupations.	√	√	√	√	√	√	√	√	√	√	√	√	√

<b>Career Development and Occupational Studies Standards</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Occupations-Related Tasks</b> Students work collaboratively on tasks documenting various occupations, the academic requirements needed for those occupations, and the likely working conditions.								√	√	√	√	√	√
<b>Local, State Job Opportunities</b> Programs and activities in which students identify and explore careers at both the local and state levels.										√	√	√	√
<b>Standard 2: Integrated Learning</b> Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.								√	√		√	√	√
<b>Standard 3a: Universal Foundation Skills</b> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.								√	√	√	√	√	√
<b>Standard 3b: Career Majors</b> Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career achievement, and success in post-secondary programs.										√	√	√	√

***K – 12 Career Development Activities***

<b>Career Development Components</b>	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
Applied Courses			√
Internships			√
Career Academics			√
Career Exploration	√	√	√
Career Majors			√
Career Portfolio Development			√
College Level Courses (In-House)			√
Community Service	√	√	√
Cooperative Work Experience			√
Entrepreneurship		√	√
Field Trips Work Site Tours			√
Job Shadowing			√
Mentoring	√	√	√
Special Education Career Development		√	√
VESID Transition			√
Academic Advanced Placement	√	√	√

## **College/Career Planning**

The 6 – 12 counseling program has as part of its charge the goal of preparing students for life after Great Neck schools. The process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school-to-work experiences for students. The middle school and high school counselors provide transitional programming at every stage, with the ultimate goal being the student's making the successful adjustment from high school to college or post-secondary employment.

Counselors develop appropriate schedules for students in accordance with the state and local learning standards as implemented by the New York State Department of Education. Developing career awareness utilizing various web-based program software and other means begins at the middle school level. The processing of college applications, and providing students access to college representatives contribute to a comprehensive school-to-career program.

***Back to School Night/Open House***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	September		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Parents/Guardians need information regarding current course requirements, e.g. NYS Assessments.		To provide Parents/Guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success.		Parents follow an abbreviated class schedule of their child's typical school day. Teachers disseminate information regarding expectations for each course. Parents are invited to visit counselors and other related services personnel. Parents meet with counselors and discuss curriculum and program.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Communication between school and home is enhanced, promoting academic success for students.	Parents give verbal feedback.	Great Neck Administrator s, Teachers, Counselors, and Support Staff.	High Schools, Middle Schools, and Elementary classrooms, handouts, student schedules.	-Provide student schedules. -Assist in the development of the program. -Obtain volunteers to assist.	

**Financial Aid Night**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
10, 11, 12	1 Evening Program	2 Hours	2 ½ Hours

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Parents and students need information regarding financial planning for college and how to complete financial aid forms.		To provide financial planning information and support for parents and students for the complex process of applying for financial aid.		Parents and students will be invited to attend financial aid evening programs. The first will focus on long term financial planning.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Parents and students will better understand and successfully complete the college financial aid application process.	Verbal evaluation from participants.	Counselors, financial “expert” speakers.	Flyers to advertise, other literature, and web page.	<ul style="list-style-type: none"> <li>-Contact college financial planning service representatives.</li> <li>-Send information to parents.</li> <li>-Prepare handouts.</li> <li>-Contact higher education (FAFSA) Free Application Federal Student Aid.</li> <li>-Provide information (CSS) College Scholarship Service.</li> <li>-NYS TAP.</li> </ul>	

***Internship Program Recruitment***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
12	November – June		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Students and practical experiences in the workplace to explore and reinforce career opportunities and interests.		Counselors, working with the Senior Alternative Programs teachers, will facilitate school-to-work opportunities for students in grade 12.		Counselors will facilitate the internship application process during student scheduling through the Senior Alternative Programs. The counselor will address scheduling concerns created by internships.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Students will be placed in appropriate internship settings and their work and progress monitored.	Students will complete a weekly journal. Coordinator will meet with the student and mentor. A final project of the experience will be presented by the student.	School Counselors, Internship Coordinators, Faculty.	Application materials, interviewing site, network of local businesses.	-Course Work -Life Experience	

**Web-Based Interest Inventory**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6-8	Year Round		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students need to be aware of how their interests may be related to future career choices.	To assist student in learning the importance of selecting a career which matches his/her interests and to explore the careers paralleling those interests.	Discussion about careers precedes the activity. Students complete an interest survey in the computer lab or by paper and pencil. A printout of the careers most closely matching their own interests is given to each student. Students learn how to save information on the network and to add to their career portfolio.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will become aware of the relationship between their interests and particular careers.	A review of the printed information.	School Counselor, Classroom Teacher, Computer Aide.	Paper and Pencil Interest Inventory, Interest Survey, Computer Lab.	-Schedule sessions with each class. -Administer career aptitude tests for each class.

### ***Web-Based Software College and Career Planning***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
10 – 12	Year Round		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
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.	Meet with students during conferences. Students will take an additional interest inventory to help the research and focus on a career. Once a general pathway is decided upon, a variety of other factors including college size, geographic location, and entrance difficulty will be factored into the search. A list of several schools that meets the student's needs will be produced.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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.	Counselor.	Computer Lab, desktop computer, web-based software.	Schedule sessions by each class or individually, if necessary.

**Career Awareness**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 5		2 Months	

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students in grades K – 5 will benefit from the opportunity to hear from practitioners in various fields as they consider career options.	Students will learn more about careers of choice, non-traditional careers, careers of the next century.	Students will have the opportunity to listen to speakers presenting particular areas of interest. Students will have the opportunity to ask questions of the speakers.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
All participants will have enhanced perspectives about future career options.	Students, teachers, and speakers will fill out an evaluation.	Community Speakers, Parent Volunteers.	Community providers, parent volunteers, food services.	-Contact career professionals to present. -Set up schedule. -Send letters of confirmation.

***Junior Information Night***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
11	January/February	5 Hours	2 Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students and their parents require additional information and assistance as they continue to plan post high school activities.	To inform parents and students of available college and career resources in the high schools and to help facilitate their post-secondary school career and educational search.	An evening meeting will be held with parents and students to reinforce an organized approach to actualizing their college and career plan. Individual parent meetings are held to discuss post-secondary planning. Parents will receive “brag sheets” to fill out and return to their child’s counselor. Individual parent meetings are held to discuss post secondary planning.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Parents and students will become more informed on how to proceed with their college and career plans.	Verbal evaluations following the program.	Counselors, Guidance Secretaries.	Appropriate handouts, Power Point presentations, computer mailings, college planning booklets, website.	Review other materials to be ordered from various resources.

***Rising Senior/Senior Information Night***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
11 - 12	June/September	5 Hours	2 Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
11 <sup>th</sup> and 12 <sup>th</sup> graders and their parents need a review of the college application process.	To dispense college application process information to parents and students as a review of that process.	Counselors present information on the application process, financial aid, the college fairs, graduation requirements, and explain web based software that can be used in this process. Question and answer session follows presentation.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges.	Verbal evaluations following the program.	High School Counselors, Guidance Secretaries.	Mailings, handouts.	-Update flyer, get labels, envelopes, copy and send home to seniors. -Collect possible handouts, consolidate and draft them as necessary, decide on final handouts. -Copy handouts and evaluations -Separate presentations into sections and assign presenters. -Dry run and keep reminder notes of topics/information to share.

### ***College Visitations to High Schools***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
11 - 12	September – November, April – May	2 Hours	40 Minutes-1 ½ Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students need to become aware of post-secondary education opportunities in their college selection process.	Students will attend college mini fairs and meet with individual college representatives to gather information and determine their mutual compatibility.	Students will be made aware of fairs through newsletters, web announcements, and individual conferences. Students attend the fairs and talk directly to representatives of the colleges. They are able to receive first-hand feedback regarding the school's programs, requirements, and environment.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students and parents will have a better understanding of various college program offerings.	Students will narrow their list of desirable colleges.	High School Counselors, Admission Representatives, Guidance Secretaries.	Guidance newsletters, District web page.	-Coordinate and schedule all fairs and individual meetings. -Send mailings home.

**College Admissions Panel**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
9 - 11	January	5 Hours	2 ½ Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students need to become aware of post-secondary education opportunities in their college selection process.	Students will attend college panel and meet with college representatives to gather information and determine their mutual compatibility.	Students and parents listen to a Q & A panel session in which counselors pose questions to college representatives. Students and parents then attend two small group sessions to talk directly to representatives of the colleges. They are able to receive first-hand feedback regarding the school's programs, requirements, and environment.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students and parents will have a better understanding of various college program offerings.	Students will alter their list of desirable colleges.	High School Counselors, Admission Representatives, Guidance Secretaries.	Guidance newsletters, District web page.	-Coordinate and schedule all college representatives. -Send mailings home. -Review and revise panel questions.

**Junior Conferences**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
11	February – May	4 Hours	At least a 40-minute conference/Junior

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Juniors need information regarding careers, college majors, the college/career application process, and their progress toward graduation and their goals.	To explain the college/career application process, gather information on future plans, and give information on colleges.	Counselors meet with each junior and go over course selections for next year. The college application process is explained. College visitation is stressed and college search information and resources are reviewed. Graduation requirements, diploma type, letter of recommendation, and SAT/ACT information are discussed.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will have the necessary information to begin/continue the college career search process. Students will be aware of graduation requirements and the importance of academic success.	Observation during senior conferences allows counselors to assess preparedness for post high school transition.	Counselors.	Transcripts, recommendation request forms, Junior conference checklist, activity/ résumé worksheet and samples, parent “brag” sheets, SAT/ACT registration packets, college catalogs. Preparation time for updating information and handouts.	-Review information to be covered and given out in a conference folder. -Update all sheets for students and copy. -Compile sheets into a folder for each student. -Review each student’s transcript, determine credits, diploma type, courses and exams needed. -Review graduation requirements. -Schedule a conference with each student. - Follow up with students or reschedule as needed.

**Senior Conferences**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
12	September-December	4 Hours	At least 40 minutes/Senior

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Counselors need to review graduation status, post-high school plans, and the college admission process with seniors.	To assist seniors with post-high school planning and review courses required for graduation.	Counselors meet with each senior and parents to explain the college/career application process including the importance of college tours, letters of recommendation, and resources available. Counselors review how to fill out college/career applications correctly to meet college admissions standards, deadlines, and obtain financial aid. Graduation requirements, diploma status, and transcripts are also reviewed.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students understand the college/job application process.	Students will file complete and timely applications for college admissions/employment. Students will obtain financial aid information to successfully complete the application process.	Counselors.	Transcripts, recommendation request forms, activity/ résumé worksheet and samples, application check sheets, parent “brag” sheets, senior conference checklist, applications, SAT/ACT registration information, college catalogs, important dates for senior year, senior postcards. Preparation time for updating information and handouts.	-Review information to be covered and given out in a conference folder. -Update all sheets for students. -Compile sheets into a folder for each student. -Review each student’s transcript; determine credits, diploma type, courses and exams needed. -Review assessments on Infinite Campus. -Schedule a conference with each student. -Send passes and follow up with students or reschedule as needed.

***Military Advisement***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
12	School Year	1 Hour	2 Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students who are interested in the military as a career may need to gain information and access to recruiters.	To provide the most up-to-date information regarding opportunities in the military.	Mini College fair participation by recruiters. Information packets left in guidance office for individual student reference.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>

**PSAT/SAT/ACT Advisement**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
10 – 12	October	2 Hours	40 Minutes

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students need to be given the opportunity to gain experience with college admissions testing.	Provide students with opportunity to take standardized tests in home district.	Standardized tests, specifically the PSAT, are administered during the first semester of the students’ sophomore and junior year. SAT is administered throughout the school year. ACT is offered throughout the school year as well. Offering exams during the regular school session encourages maximum participation. Exams are announced through the district newsletter, flyers, counselor notes, and in-school announcements. Counselors must be familiar with test specifications.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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.	Counselors will receive feedback from students following exams. Students can take part in SAT review courses and will receive interpretation of results.	High School Counselors, Teachers, Administrators, Custodial Staff, Guidance Secretaries.	Testing rooms, testing materials, registration forms, and mailings.	<ul style="list-style-type: none"> <li>-Order tests.</li> <li>-Update flyer and copy.</li> <li>-Get labels and send flyer to each sophomore, junior, and senior home.</li> <li>-Announce test dates on morning announcements.</li> <li>-Organize sign ups, collect fees and student information, make spreadsheet.</li> <li>-Notify and update custodians with head count.</li> <li>-Read through exam materials to prepare for test administration.</li> </ul>

**Standardized Test Interpretation/Implementation**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K - 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students, parents, teachers, and administrators need information on student test scores.	To provide students, parents, and teachers with a standard to compare student progress and achievement. To provide students, parents, and teachers with a better understanding of the implications of these tests.	Standardized tests are scored and are reported back to the school district. Counselors/teachers use these scores to appropriately plan instruction for students. The scores are explained to parents and students as a means of determining student progress. Scores are interpreted by using standard scores. Teachers are provided with the scores of students to identify students who may need additional help with the curriculum.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students, parents, and teachers will understand standardized test results and integrate that understanding into teaching/ learning process.	Parents, students, and teachers clearly understand test scores by successfully integrating the information to their specific needs.	School Counseling Staff, Teachers, Administrators.	Testing results.	<ul style="list-style-type: none"> <li>-Sort through tests and be sure there are enough for each student.</li> <li>-Develop a proctoring schedule for each exam.</li> <li>-Be sure pencils are sharpened and the classrooms are set up for testing.</li> <li>-Assist special education teachers in testing accommodation schedules.</li> <li>-Interpret results of each student.</li> </ul>

***Special Needs Standardized Test Registration***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
9 - 12	School Year	1 hour	30 minutes/Student

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students who possess a physical or learning disability need an opportunity to utilize the special testing services provided through the Educational Testing Service and the American College Testing Program.	To provide our students with disabilities and, as appropriate, to complete the PSAT, SAT, and/or ACT with accommodations approved by the testing agency.	Counselors gather the needed materials and information to fill out registration forms for students with disabilities. Each student (per the IEP) under the supervision of a test proctor will be given extended time, as well as other approved accommodations, to complete the PSAT, SAT, and/or ACT, as needed.

  

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Classified students will participate in the special testing services provided for applicants with disabilities so as to give them every opportunity to do their best.	Students will have PSAT, SAT, and/or ACT scores which may be presented to colleges for admission or placement requirements.	Counselors, Special Education Teachers, and Psychologists.	Testing rooms, testing materials, registration forms, IEPs, most recent psychological testing results, credentials, and student health information.	-Accommodations applications are mailed home to parents. -Counselors and Special Education teachers follow up with each student to ensure accuracy. -Photocopy portions of IEP and other supporting documentation. -Psychologists and Guidance Chairperson complete school portion of forms.

### ***College Application and Selection Process***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
11 and 12	School Year		45 minutes – several hours, as needed

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
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 refine their list of colleges, ask questions, and review college applications. Mid-year marks are forwarded to colleges. Final grades are mailed to the college of choice.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Students select appropriate colleges and programs.	Results of applications are recorded on web based college data management system.	Counselors, Guidance Secretaries, Teachers.	College applications, transcripts, senior report cards, file folders, recommendations, and computers. Time consideration per student (# of applications x amount of time needed to process each student), multiple meetings from September to March.	-Counselors review student profile. -Read college literature and contact college representatives when necessary.	

**Planning Calendar**

<b>College/Career Planning</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Back to School Night			√	√								
Financial Aid Night			√									
Internship Program Recruitment					√	√	√	√	√	√	√	√
Web Based Software Interest Inventory			√	√	√	√	√	√	√	√	√	
Web Based Software College/Career Planning			√	√	√	√	√	√	√	√	√	√
Junior Information Night							√	√	√			
Senior Information Night			√									
College Mini Fairs			√	√	√	√				√		
Junior Conferences								√	√	√	√	
Senior Conferences			√	√	√				√	√		
PSAT/SAT/ACT Advisement			√	√	√	√	√	√	√	√	√	
Standardized Test Interpretation/Implementation							√	√	√	√	√	√
Special Needs Standardized Test Registration			√	√	√	√	√	√	√	√	√	
College Application and Selection Process			√	√	√	√	√	√	√	√	√	
Grade 7 – 8 Information									√			
Grade 6 Information							√		√			
College Information Panel Program							√					



## **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. The District supports college visits by school counselors by designating specific funding to promote such local, regional, and national visits.

Counselors are committed to supporting the counseling profession by sponsoring school counseling interns through area universities. Counselors take advantage of numerous opportunities to enhance their professional skills.

The counselors, at the middle and high schools, enjoy the opportunity to grow and develop. They attend in-service and graduate courses as well as being members of collegial circles. They have shared their expertise by presenting workshops at conferences.

***Nassau Counselors' Association Meetings***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K - 12	School Year		2 Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
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 association meetings on relevant topics and obtain updated information as well as exchanging ideas with counselors from other districts and colleges.

  

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Counselors remain abreast of new information and topics in the field.	Self report.	School Counselors.		Research topics to be discussed at meetings. At meetings counselors come prepared with questions on areas that need further explanation.

**Shared Decision Making Committee**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 - 12	All Year	Ongoing	Ongoing

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Counselors are expected to be a part of the Committee to discuss and address building initiatives. They attend as needed.	To meet monthly and address building initiatives and/or concerns from parents, faculty, staff, and the community.	The Shared Decision Committee meets once per month. Each year members address issues that arise at the building level and brainstorm ideas on how to handle such issues. Smaller committees within the Shared Decision meet monthly for follow through on designated initiatives.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Committee works by consensus with decisions implemented at the building level with the Principal. Committee reports annually to the Board of Education.	Faculty, parent, administrator, and community response.	Grade Level Teachers, School Counselor, Building Principal, Parents, Students.	Room for meetings, parent volunteers, resources as they arise throughout the year (i.e. handouts).	-Attend monthly meetings. -Develop a plan and work throughout the year to implement.

***Infinite Campus/Computer Training***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 - 12	Year Round		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
It is essential that counselors have access to the district student information system to develop and maintain student information and schedules throughout the year.	To understand the complete Infinite Campus program used in the district in order to schedule students, access course history, retrieve academic intervention service information for grades (interim report cards and report cards), transcripts, student reports, attendance, discipline, and all other pertinent information.	Counselors must attend various training sessions for Infinite Campus in order to effectively maintain student grades, academic intervention services, transcripts, course history and schedules, IEPs, attendance, disciplinary, and health issues.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Each student receives a schedule without conflicts on the first day of school. Faculty, staff, and administrators are able to retrieve student information, reports, and schedules on Infinite Campus.	Accuracy of student schedules, course history, grades, transcripts, credits completed, and various student reports.	Counselors, Administrators, Faculty, and Staff.	Access to Infinite Campus information system, available time to attend training sessions, and maintain student records.	-Attend various trainings as they arise. -Meet with computer personnel re: reports and other Infinite Campus features.

***Annual Update of Guidance Plan***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K - 12	September – November		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
An up-to-date Guidance Plan is needed.	To clarify the role and responsibilities of the school counselors and support service staff. To educate the community regarding counselor roles, responsibilities, and time spent on activities.	Counselors meeting with the Assistant Superintendent of PPS to develop timeline of updating the plan and any additional responsibilities such as presentations to the Board of Education. Counselors review current plan and note any changes to be made, and provide information on activities to be added. As the need to stay current and cutting edge is addressed year-to-year, changes are made to presentations, activities, and timelines to meet this need.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
The Guidance Plan is a document that briefly describes guidance responsibilities, as comprehensively as written documentation will permit.	Current Guidance Plan is in place and adopted by the Board of Education.	Assistant Superintendent for PPS, Counselors, District Transition Coordinator, Elementary Principals.	Room, old Guidance Plan.	Meeting to determine timeline of meetings, updates, and any other requirements needed, available electronically.

**Graduate/Intern Supervision**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 12	September – December/ February - May		College Semester

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
School counseling graduate students need supervision by certified school counselors.		To provide students with an opportunity to be exposed to the guidance profession. To supervise graduate students and expose them to the responsibilities of a school counselor.		Graduate students are expected to fulfill the requirements of a New York Accredited School Counseling Program. Students will be supervised by a New York State certified school counselor.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
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 certification as a school counselor.	Middle and High School Counselors.	Guidance office, guidance plan, graduate university expectations, evaluation forms.	<ul style="list-style-type: none"> <li>-Develop comprehensive schedule and training plan for intern.</li> <li>-Monitor progress and supervise daily.</li> <li>-Provide supervision meetings for intern to give feedback.</li> <li>-Meet once per semester with the student's school supervisor.</li> </ul>	

**Web-Based Career Search Program**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
School counselors will have an understanding of Web-Based Career Search Program and will share this information with students, facilitating career exploration by students.	To develop a line of communication between school counselors, students, and parents. Counselors to provide knowledge regarding career choices to students and parents.	School counselors will act as liaisons to career instructors, becoming aware of articulation agreements and developing partnerships with colleges and the business community; by attending workshops related to the career pathways.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
High school counselors facilitate development of more career pathways for students. Parents need to access Web-Based Career Search Program information to learn about the various career options.	Students will enter career pathways and/or gain “real life” experiences preparing them for post-secondary study or employment.	School Counselors, Outside Contacts, Home and Careers Teachers.	Web-Based Career Search Program information packet. Home and Careers curriculum.	-Attend conferences and meetings as needed.

***Planning Calendar***

<b>Professional Development</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Nassau Counselors' Association Meetings			√	√	√	√	√	√	√	√	√	√
Shared Decision Committee			√	√	√	√	√	√	√	√	√	√
Infinite Campus/Computer Trainings		√	√	√	√	√	√	√	√	√	√	√
Annual Update of Guidance Plan			√	√	√							
Graduate/Intern Supervision			√	√	√	√		√	√	√	√	
Web-Based Career Search			√	√	√	√	√	√	√	√	√	√

## **Record Keeping**

The Guidance 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**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 - 12	School Year		Ongoing

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
To ensure accurate grades, credits, transcripts, and GPA 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/AP exams.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Information sent to colleges and other high schools will accurately reflect student achievement.	Information in Infinite Campus.	Counselors, secretaries, coordinator of computer services, computer staff.	Computer, report cards, transcripts.	

**GPA**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
12	September		Ongoing

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
To identify seniors' academic standing for graduation and post-high school selection.		To establish an accurate academic standing for colleges, scholarships, and graduation.		Verification of the student's grades in the Infinite Campus System. Verification of the accuracy of grade calculations. Valedictorian and Salutatorian are chosen on the average and rank at the end of the seventh semester.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Information sent to colleges and other high schools will accurately reflect student achievement.	Accurate information in Infinite Campus.	Counselors, secretaries, Assistant Principal, computer staff.	Computer, report cards, transcripts.		

**Maintain Cumulative Records**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	Year Round		Ongoing

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
The school is required to keep a cumulative record of individual student academic progress, diploma type, and testing information.		To accurately maintain all relevant student information in a confidential, central student file.		Counselors maintain scheduling, diploma type, standardized testing, referrals, support given, and other overall information on how each student is progressing toward meeting graduation requirements.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
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.	Infinite Campus, file folder for each student.		

**Documentation and Information Maintenance**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	Year Round		Hourly

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Some responsibilities require 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 credits updated to track student progress toward graduation. Counselor updates forms and information sheets that are given to student and parents. Forms also need to be updated in order to increase efficiency. All functions, activities, and classes require up-to-date forms, handouts, and information. Interim reports and report cards are reviewed.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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, computer services.	Transcripts, forms, cumulative credit status, schedules, and computer.	

***Planning Calendar***

<b>Record Keeping</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Record Review			√	√	√	√	√	√	√	√	√	√
GPA			√	√	√	√		√	√	√	√	
Maintain Cumulative Records			√	√	√	√	√	√	√	√	√	√
Documentation and Information Maintenance			√	√	√	√	√	√	√	√	√	√

## **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 folders 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**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
8 – 11	February – June	10 Hours	3 Weeks

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary requests.	<ul style="list-style-type: none"> <li>-Counselors distribute and discuss course materials in classes.</li> <li>Students receive a course offering book or are given website address to access offerings.</li> <li>-Students are expected to review their proposed schedule with parents.</li> <li>-Counselors meet with students in a group setting and if needed, individually, for class selection.</li> <li>-Student course requests are input in the computer by the Counselors/Administrators.</li> <li>-Counselors follow-up with students regarding problems with their schedules.</li> <li>-Failures are rescheduled after summer school sign-ups and again after summer school completion.</li> <li>-Appropriately reschedule students for AIS courses as determined by subject administrators.</li> </ul>

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will have a schedule that supports their vocational and educational plans, while assuring district and state compliance.	Students will meet their academic goals.	Counselors.	Course selection sheets and computer system. Meetings with special area teachers to update course offerings. Preparation time and paperwork.	<ul style="list-style-type: none"> <li>-Meet with heads/directors to discuss course offering.</li> <li>-Chairperson meets with administration to discuss staffing.</li> <li>-Update course selection sheet and send copy to central copier.</li> </ul>

**Course Selection**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
5 – 8	January – June	30 Hours	10 Weeks

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	To help students design a realistic and challenging class schedule to meet requirements.	<ul style="list-style-type: none"> <li>-Counselors distribute course materials by mail or information is shared through the school website.</li> <li>-Students are expected to review their proposed schedule with parents.</li> <li>-Counselors meet with students individually or in a group setting for class selection.</li> <li>-Counselors follow-up with students regarding problems with their schedules in May – September.</li> <li>-Appropriately reschedule students for AIS courses as determined by subject administrators.</li> </ul>

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will have a schedule that supports educational plans while assuring district and state compliance.	Students will meet their academic goals.	Counselors, Special Education Coordinator.	Course selection sheets and computer system. Meetings with special area teachers to update course offerings. Preparation time and paperwork.	<ul style="list-style-type: none"> <li>-Meet with chair people/directors to discuss course offerings. Update course selection sheet.</li> <li>-Counselors (grades 5 – 8) present scheduling process and course offerings.</li> </ul>

**Schedule Adjustment**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 12	Year Round		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
During the school year students require schedule adjustments.	To review all change requests and to assess their validity consistent with state and local graduation requirements.	<p>-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.</p> <p>-Teacher, parent, 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.</p> <p>-Once the change is approved, it is then made via the computer schedule system. New schedules are printed and given to the student.</p> <p>-For teacher/counselor requested changes (i.e., lab additions/deletions, credit check, etc.), changes will be made and the student informed via a new schedule. All necessary teachers will be notified.</p>		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Relevant changes will be made which do not limit or diminish student opportunity.	Schedule changes will enhance, not detract from, the quality of the education that student obtains and assist in the overall academic success of the student.	Counselors, Teachers, Principals, and Administrators.	Change request forms, computer, up-to-date master schedule, and assessment scores.	

***Balancing Classes***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K –12	Ongoing		

<b>Need</b>	<b>Objective</b>		<b>Activity</b>	
Classes need to be balanced to ensure equity of opportunity.	Create course enrollments considerate of class size, student ability, gender, diversity, and student interest.		Review course enrollments for balance of size, student ability, gender, and diversity.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Courses will be balanced considerate of size, student ability, gender, and diversity.	Creation of balanced class enrollments.	Principals, Chair People, Vice Principals, Counselors.	Master schedule, computer system.	

**Annual Student Review/Parent Conference**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
5 and 8	January – February: Grade 8 Parents; May – June: Grade 5 Parents		30 Minutes per student

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Fifth grade teachers need to share information with school counselors regarding student strengths, areas of concerns, and overall academic performance. Eighth grade parents/guardians, in addition to the above, need information on choices available in the high school and information on their child's four year plan and graduation requirements.	To assure personal communication at critical secondary school junctures between school and home.	-Sixth grade counselors invite fifth grade students and parents/guardians to an informational meeting. -Eighth grade counselors discuss next year's course selections and assessments, high school planning. -Conference summaries are provided to all participating parents.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Student/Parent/Counselor interaction assures optimal student academic performance.	Students/Parents give verbal feedback.	Middle School Counselors	High School and Middle School Guidance offices, conference sheets, permanent record folder information, copy machine, mailings.	-Send letters home to each parent. -Hold conferences with students and parents as needed. -Develop materials to be used. -Counselors meet to discuss feedback from previous years.

***Planning Calendar***

<b>Scheduling</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Course Selection 8 – 11								√	√	√	√	√
Course Selection 5 – 8							√	√	√	√	√	√
Schedule Adjustment		√	√	√	√	√	√	√	√	√	√	√
Balancing Classes		√	√	√			√	√				
Annual Student Review/ Parent Conference Grade 5											√	√
Annual Student Review/ Parent Conference Grade 8							√	√				

## **School Success**

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school well 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 variety of ways.

Achieving school success also means providing additional summer support to all students. Some may be doing all they can to succeed, yet are still encountering difficulty. Others may seek acceleration. Additional support may take the form of students tutoring peers or pairing students with teachers or volunteer mentors from the community. 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 Reports/Updates**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 12	School Year		20 – 30 Minutes per update

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
During the school year, parents may request additional updates on their child's academic progress.	To provide parents with adequate information on the academic progress of their child.	<ul style="list-style-type: none"> <li>-Parent contacts counselor requesting an academic update.</li> <li>-Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved.</li> <li>-Counselor collects information from teachers and calls parents to discuss collected information.</li> <li>-Reports may also be mailed home.</li> </ul>

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Parents will receive timely and informative feedback from teachers and counselors on the academic progress of their child.	Increased communication between parents/teachers/counselors.	Counselors, Teachers, Guidance Secretaries.	Telephone and various evaluative forms.	

**Parent/Counselor Conferences**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 -12	School Year		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Parents/Guardians and Counselors need to work collaboratively to enhance student performance.		To provide Great Neck parents/guardians with ongoing academic consultation regarding their child.		Counselors will meet with parents to discuss student progress or parental concerns regarding academic and social development. Counselors gather information from teachers via team meetings or written correspondence to identify student achievement. Counselors may use the phone or personally communicate conference outcomes with a student's teachers.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Parent communication will be enhanced to assure student success.	Increased communication between parents, teachers, and counselors.	Great Neck Teachers and School Counselors.	Student grades, standardized test scores, progress information.	-Schedule all parent conferences with staff and parent. -Review student information to be shared with parents.	

***Parent/Teacher/Student Conference Summary***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 -12	School Year		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Documentation of Parent/Teacher/Student conference is made available.		To have an accurate record for teachers and parents of what was discussed and agreed to at conferences.		Counselor maintains a summary of the conference.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
A written document serves as a record/guideline of suggestions and items agreed upon by those attending the conference.	Follow-up is provided as needed as per summary form of conference.	School Counselors, Guidance Secretaries.	Student records, meeting room.		

### ***Parent Workshops***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K –5	School Year		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Parents need strategies to assist in academic success of their children.		To have students experience greater academic, social, and emotional success.		Evening programs are scheduled for parents of elementary students. These workshops may include study skills, literacy, core curriculum, violence prevention, and the promotion of character education.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Parents will acquire information pertinent to their child's educational program.	Verbal feedback.	Elementary School Staff.	Parent packets, which include parenting tips and information about school programs and community resources.		

### **Character Education Lessons**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K –5/ 6-10	School Year		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>
Students need to develop skills in the areas of bullying, conflict resolution, anger management, and social skills.		To provide students with ongoing development of life skills.		School staff conduct lessons based on school and student needs, and conduct scheduled Advisory sessions. Counselors supervise peer leaders and peer tutors in developmental guidance classroom instruction.
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will learn life skills, beginning at an early age. Students will be able to make positive decisions.	Teacher and student feedback.	Classroom Teachers, PPS Staff, Trained Peer Leaders.	Lessons used by Great Neck School Counselors and Teachers, videos, computers, advisory manuals.	-Pre-schedule lessons. -Teacher input. -Lesson planning. -Collecting materials. -Disseminating information to others. -Responsive classroom training.

### ***Weekly Department Meetings***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Counselors need to maintain a process consistent from counselor to counselor within the department. Maintain regular agenda items and set priority items that change regularly and often. The department needs to meet weekly to ensure communication of all weekly projects and concerns.	To provide counselors with a weekly forum to address changes, projects, and problems, and to ensure clear communication between all counselors.	Counselors meet weekly to review concerns, plan projects and events, and share information pertinent to counselors and secretaries.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
All students will receive consistent services and information from the counseling office.	Improve communication among counselors.	All Counselors, Guidance Secretaries.	Calendars, paperwork, agendas.	-Create a weekly agenda. -Copy any necessary hand-outs.

***At Risk Intervention Activities***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Students in academic jeopardy need additional one-on-one intervention.		To increase student participation and support academic progress.		Meetings are held with students, parents, teachers, and PPS staff to encourage student success.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
A plan of action will be developed to promote academic success.	Follow-up will be documented.	Parents, PPS Staff, Teachers.	Interims, report cards, teacher evaluations, progress reports, attendance, parental input, etc.	Review interims and report cards.	

**Summer School Mailing/Registration**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
1 – 12	June	3 Weeks	30 Minutes/student

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
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 student's report cards from teacher course failure sheets. Teachers fill out appropriate course/State exam failure forms.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Parents and students will receive timely and accurate information regarding summer school registration.	Students and parents receive summer school information. Students register.	School Counselors, Guidance Secretaries.	Course failure/State exam failure lists, summer school forms.	-Update forms. -Guidance offered to families.

**Homebound Instruction Advisement**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year	15 Minutes	60 Minutes/Student

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Circumstances sometimes demand that certain students are unable to attend school. It is therefore required that the school obtain home instruction for identified student.	To facilitate the provision of at-home instruction for students unable to attend regular classes because of illness or other legitimate reasons.	Counselors inform PPS (homebound coordinator) what academic courses should be provided to the student. Also, what exams should be given to each student. Counselor coordinates grading and other activities in cooperation with classroom teacher.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Homebound students will receive required instruction.	Students have access to the required amount of work with homebound teacher. Teacher comments and grades.	School Counselor, Teacher, Homebound Teacher, Attendance Office, Registrar, Homebound Coordinator.	Student’s schedule.	-Discuss with parent/answer questions. -Provide information to parents and steps needed. -Inform parent to obtain doctor notes or necessary documentation. -Coordinate with attendance office.

**Identification of Students for Accelerated Classes**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6 – 8	April – July		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students of exceptional ability need the opportunity to remain academically challenged.	To identify students in art, mathematics, science, and language arts who have qualified for acceptance into an honors class.	<ul style="list-style-type: none"> <li>-Students are identified in 6<sup>th</sup> and 7<sup>th</sup> grade utilizing a variety of measures. Students are given the opportunity to participate if they qualify.</li> <li>-Letters are sent to students meeting the criteria.</li> <li>-Parents are informed of the requirements.</li> <li>-Counselors facilitate this process.</li> </ul>

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students meeting set criteria will be placed in qualified academic classes for the upcoming school year.	Student academic success.	School Counselors, Teachers, Chair People, Administrators.	Report cards.	<ul style="list-style-type: none"> <li>-Thoroughly review student grades, standardized tests, and teacher recommendations on a yearly basis.</li> <li>-Work closely with academic administrators to select students and send letters to parents.</li> <li>-Monitor student grades and schedule parent/teacher meetings, if necessary.</li> </ul>

## ***Academic Intervention Services (AIS)***

### ***Assisting with Selection, Scheduling, and Monitoring***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	All-year, including summer		

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Students are identified as needing AIS to help them achieve success in school and 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 Infinite Campus and/or AIS.		Assisting in the selection, scheduling, and monitoring of students receiving AIS services. Assistant Principal will forward letter and schedule to each student.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Students receive academic support in targeted areas.	Student grades and test scores.	School Counselors, Administrators, Teachers.	Student records, test scores, grades, AIS offerings.	-Review student records, test results, and teacher recommendations. -Letters sent to each student indicating AIS Service. -Maintain accurate records in Infinite Campus.	

**High School Senior Awards Program**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
12	January - June		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students receiving scholarships and awards will be acknowledged by the school and community.	Recognizing students for their academic, athletic, musical, personal, and/or community accomplishments.	High school secretarial team serve as a scholarship committee keeping a database of all awards, contacts, and presenters. The scholarship chairperson works with a secretary to develop the program and mail invitations to presenters; works closely with secretarial team to develop an audience program. Scholarship chairperson also contacts local trophy shop to order and pick up awards.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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, High School Faculty, Community Members.	High school auditorium, presenter copies of program, audience copies of program, trophy shop.	<ul style="list-style-type: none"> <li>-Chairperson works with scholarship committee to assign awards to present.</li> <li>-Award box is arranged with all awards in our possession and award presenters noted.</li> <li>-Checks for specific amounts needed are requested from the business office.</li> <li>-Copies of the program are made for all presenters and updated as needed.</li> <li>-The student program is designed and finalized, copied, and folded.</li> </ul>

***Instructional Support Team Meetings***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		Weekly

<b>Need</b>	<b>Objective</b>		<b>Activity</b>	
To enhance educational opportunities for the students through optimal academic planning. To address individual student needs and issues through a close management approach.	To provide consultation services to staff and administration for the enhancement of academic program development and delivery.		Meetings with school personnel arranged on a weekly basis. Agenda will be followed.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Development of appropriate educational plans and programs to maximize students' potential.	Ongoing long term evaluation.	Administrators, School Counselors, Psychologists, Social Workers, Teachers, and Support Staff.	Administrative offices, records, teacher evaluations.	-Create weekly agenda. -Email agenda to all team members.

**BOCES Counselor Meeting/Visitations**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
10 – 12	September – June (Quarterly)		2 – 3 Hours each meeting

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Counselors need information and updates regarding vocational training to better prepare students for post high school careers or exploration for college.	Counselors and district Transition Coordinator will meet with BOCES staff and area professionals to obtain information which will facilitate technical education learning experiences for students in grades 10 through 12.	Counselors and district Transition Coordinator will meet to discuss changes in BOCES opportunities; programmatic expectations and professional development. Counselors will also tour new programs. Transition coordinator arranges half day visitations with BOCES, draws up visitation permission form and counselors distribute to interested students. Students sign up in guidance.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will attend BOCES for technical education as juniors and seniors. Students will have the information needed to decide if they want to attend BOCES Center and if so, which program they want, thus getting vocational training in that area. Students can make decisions to pursue or change career directions based on their BOCES experiences.	Students will receive technical education in the BOCES programs while taking the coursework necessary to earn a New York State Regents/Local Diploma with Technical Distinction.	School Counselors, Transition Coordinator, Career Professionals, BOCES Teachers, and Administration.	BOCES program guides and program applications.	

**BOCES Student Visitations**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
10 – 11	February-March	2 Hours	3 Hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in BOCES programs.	Counselors facilitate exposure to technical education opportunities for students in grades 10 and 11.	Counselors and Transition Coordinator will plan for half day visitation to BOCES for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets and will then sign up for the trip. Students will bring in signed permission slips to participate. Students will take a bus to BOCES for the half-day tour.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will select appropriate BOCES programs to attend for their next school year.	Students will complete the one or two year BOCES program and make decisions to continue on or change career direction based on their participation in the BOCES program.	School Counselors, Transition Coordinator, Guidance Secretary, BOCES Personnel, Bus Driver.	Parent permission slips, information sheets, sign up sheet, bus. Web-based computer program.	

**Regents/RCT Exams**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
7 – 12	December – August	1 Hour	2 – 3 Hours

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
Students and their parents need to be informed of NYS assessments needed to graduate from high school and/or to receive diploma.		To ensure that all students have the opportunity to meet state exam graduation requirements.		Go through student records to determine which students still need to pass exams for their diploma type.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Students and parents will be aware of the exams needed to graduate and be prepared to take them.	All students will take exams needed to graduate and meet diploma requirements.	Counselors, Secretaries, Administrators, Department Chair people.	Computer, transcripts, summer school, reports, Regents, schedule.		

***Diploma Designation***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
8 – 12	December – May		1 Hour

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students and parents need to be aware of what exams they still need to graduate and/or to receive a particular diploma.	To ensure graduation for all students and increase the number of Regents diplomas awarded. To provide all students with a schedule of courses and exams leading to graduation with a particular diploma.	Departments compile a list of students who still need to pass state exams to graduate. They also compile a list of students who passed Regents courses, but failed the Regents exams required for a Regents diploma. Counselors review lists of students who still need to pass these exams.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
All students and parents will be aware of exams needed to graduate and/or obtain a diploma.	Documentation of students' performance in classes and exams.	All Counselors and Secretaries, Department Chair people.	Computers and scheduling software, current and accurate information on state requirements.	



***Planning Calendar***

<b>School Success</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Student Progress Reports/Updates		√	√	√	√	√	√	√	√	√	√	√
Parent/Counselor Conferences			√	√	√	√	√	√	√	√	√	√
Parent/Teacher/Student Conferences			√	√	√	√	√	√	√	√	√	√
Parent Workshops			√	√	√	√	√	√	√	√	√	√
Character Education Lessons			√	√	√	√	√	√	√	√	√	√
Weekly Department Meetings			√	√	√	√	√	√	√	√	√	√
Web Site Homework Hotline			√	√	√	√	√	√	√	√	√	√
At-Risk Student Advising			√	√	√	√	√	√	√	√	√	√
Summer School Mailing/Registration												√
Homebound Instruction Advisement			√	√	√	√	√	√	√	√	√	√
Identification of Honors Students	√							√	√	√	√	√
Academic Intervention Services (AIS)	√	√	√	√	√	√	√	√	√	√	√	√
High School Senior Awards Program		√	√	√	√	√	√	√	√	√	√	√
Scholarship Process			√	√	√	√	√	√	√	√	√	
Instructional Support Team Meetings			√	√	√	√	√	√	√	√	√	√
BOCES Counselor Meetings/Visitations				√		√		√		√		
BOCES Student Visitations								√	√			
Regents/RCT Exams						√	√	√	√	√	√	√
Diploma Designation						√	√	√	√	√	√	

## **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 guidance 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 Instructional Support Team or referral to the Committee on Special Education. Students can also be referred to peer mediation to help resolve disputes. In some cases when interventions have been unsuccessful or when students or parents are unable, or unwilling to come to school to meet, a home visit may be made.

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

***Instructional Support Team (IST)***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Students referred by counselors, faculty, or parents 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, monthly (depending on building needs) to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a formal plan is written.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
The needs of at-risk students will be addressed and a case manager is assigned to coordinate and carry out the plan.	Student success is reviewed at scheduled follow-up meetings.	Included, but not limited to: Administrator, School Counselors, School Social Worker, School Psychologist, Nurse, Teacher Representative, Dean of Students.	Teacher referral forms, report cards, permanent record folders, attendance records, behavior observation, data-collection sheets.	-Review student files for background. -Meet with teams to discuss students of concern. -Follow through on team recommendations. -Parent contact.

### ***Instructional Support Team Referral Process***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
During the school year, faculty and staff may need additional consultation support to assist students achieve success.	Students in need of academic focus, social, and emotional support are referred.	The concerned teacher/counselor fills out the appropriate referral form which will include evidence of strategies already implemented and attempted. This may include calling home, conferencing with students and/or parents, and many other methods.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Additional interventions will be identified and implemented to help the student find success in the school setting.	Student success.	School Counselors, Social Workers, Dean of Students, Administrator, School Psychologist, Coordinators of Special Education, School Nurse.	Office space, progress reports, report cards, referral forms, permanent folders, attendance records, discipline records, behavior and teacher observation forms.	-Consult with team members. -Review student records. -Meet with IST. -Follow up with agreed upon plan.

**Department of Social Services Child Protective Services Referrals**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	When necessary		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Student safety.	To report incidents as mandated. Reports give students support when their safety may be compromised.	When students come to staff 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. If necessary, the student is seen by the nurse for documentation. When CPS representatives come to school, a staff member will stay with the student during questioning. Counselors/designated representative will follow up taking any necessary and appropriate steps needed. Counselors will also inform the principal.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students are safe and supported, allowing them to refocus on their education. Agency investigates allegations.	Students are safe, and relationships with family improves. To be determined by State agency.	Counselors, Social Worker, Nurse, Principal.	Referral form, Child Protective Services, Department of Social Services.	-Compile data and evidence of referral. -Meet with team to discuss students of concern. -Follow through on team recommendations.

### ***Committee on Special Education Referrals***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
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 his/her academic success.	School counselors assist in the preparation of the referral form. The Coordinator of Special Education, school counselor, and school psychologist discuss its implications with parents, inform child's team of teachers and school principal, and coordinate testing with school personnel.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Student in need of individual education plans will be appropriately identified by the district's CSE. 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.	School Psychologist prepares referral. Coordinator of Special Education assigns special education teachers and school psychologist to conduct testing, and CSE members review.	Permanent record folder, CSE referral forms, attendance, standardized testing results, report card grades, progress reports, discipline record, medical and social history.	-Consult with team members regarding concerns. -Review student records with IST. -Follow up with agreed upon plan.

***Planning Calendar***

<b>Student Intervention</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Instructional Support Teams			√	√	√	√	√	√	√	√	√	√
IST Referral Process			√	√	√	√	√	√	√	√	√	√
DSS/CPS Referrals			√	√	√	√	√	√	√	√	√	√
CSE Referrals	√	√	√	√	√	√	√	√	√	√	√	√

## **Transitions**

Entering a new school year can be very challenging for students and their parents. As a way of assisting students who are new to the district and those who are transitioning from one district school to another, the school counseling department has developed a series of orientation programs.

Careful attention is given to the placement of students, and, hence, focuses on early identification of students who may be considered “at risk” in order that appropriate intervention may be made.

Information is disseminated through a series of evening parent programs and classroom presentations for students. The 9<sup>th</sup> Grade Advisory Program is designed to help ninth grade students transition successfully into the high school. Parent 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.

### Fifth Grade Parent/Student Orientation

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
5	January/April		Focus: Transition 5 <sup>th</sup> into 6 <sup>th</sup>

<b>Need</b>	<b>Objective</b>	<b>Activity</b>		
Parents with children entering middle school require information about school programs and expectations.	To provide an overview about middle school programming including course opportunity, the team-teaching concept, and the school's expectations for student success.	The parent orientation is publicized on the school calendar and a special mailing is made to all 5 <sup>th</sup> grade parents. School counselors are introduced and a short presentation is made focusing on relevant middle school information. Appropriate literature is distributed. Parents are then invited to ask questions, take tours, and individually meet with staff.		
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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.	Follow-up individual parent conferences can be scheduled with counselors upon request.	Administrators, School Counselors, Teaching and Support Staff, at the NMS and SMS.	Auditorium, information packets.	-Prepare packets for parents. -Send reminder letters home to parents.

***Fifth Grade Teachers/Middle School Counselors Articulation Meeting***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
5	January		Focus: Transition 5 <sup>th</sup> into 6 <sup>th</sup>

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
To provide optimal academic planning.		To assist in creating academic instructional teams of students of equivalent ability and gender distribution.		To meet with the 5 <sup>th</sup> grade classroom teachers to gather students for each team using information provided by teachers, which indicate ability level, and special needs of students.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
Creation of 6 <sup>th</sup> grade team teaching lists for the subsequent school year.	A review of class lists is made prior to the start of the new school year by the Great Neck Administration, support staff, and the assistant middle school principal.	Middle School Administrators, Counselors, 6 <sup>th</sup> Grade Team Leaders, Great Neck 5 <sup>th</sup> Grade Teachers.	Meeting room, student information cards.	-Schedule meeting with each elementary school.	

**Guidance Awareness Orientation**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
6	May/June September/October		Focus: Transition 5 <sup>th</sup> into 6 <sup>th</sup>

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Students need information about the Great Neck North and South Middle School Counseling departments and their services.	To provide students with accurate information concerning the location, the personnel, and the activities of the Middle School Counseling department and how to access its services.	The school counselors meet with 6 <sup>th</sup> grade students. Information about the school and counseling services are addressed in the ensuing discussion.

  

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Familiarize students with their counselors and how to make an appointment.	Immediately following the classroom discussion period, students will complete a questionnaire.	School Counselors.	Classroom, counselors, questionnaires.	-Prepare activity. -Schedule times with 6 <sup>th</sup> grade teachers.

***Eighth Grade Parent/Student Orientation Night***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
8	February		Focus: Transition 8 <sup>th</sup> to 9 <sup>th</sup>

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Transitioning students and their parents requires information about the high school.	To provide parents and students with an overview of the 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 freshmen. Parents are introduced to the counseling staff prior to a short presentation highlighting relevant information of the high school. Parents and students are then invited to meet directly with the various teachers who will explain the high school course offerings.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Parents will acquire an initial, comprehensive understanding of the high school. They will become familiar with school procedures and policies. They will also have information regarding many opportunities available in the high school. Parental involvement and support will be fostered, resulting in increased student academic, social, and career/college success.	Parents will have the opportunity to give feedback regarding the program via distributed evaluations. The counselors meet to evaluate the program.	School Counselors attend this meeting which is scheduled at the high school.	Student handbooks, curriculum guides, various literature.	-Send reminder letters home to parents. -Prepare packets of information for parents and students. -Meet with 8 <sup>th</sup> grade counselors. -Set up auditorium. -Counselors meet to review graduation requirements.

***Eighth Grade Classroom Presentation***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
8	February		Focus: Transition 8 <sup>th</sup> into 9 <sup>th</sup>

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Eighth grade students need information regarding required and elective course opportunities open to them in the high school.	Eighth grade students will be educated regarding ninth grade opportunities and become familiar with course request sheets for the upcoming year.	Counselors will meet with all eighth grade students. Course information will be discussed. Also, the importance of doing well in eighth grade will be stressed as a foundation for future learning. Extracurricular activities will also be presented at this time.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will pre-select - courses for ninth grade conditional upon their successful completion of eighth grade courses.	Students select proper courses totaling a minimum of 6.5 credits.	School Counselors.	Course offering book, course selection sheets.	<ul style="list-style-type: none"> <li>-Prepare course selection sheets for students.</li> <li>-Schedule times with classroom teachers.</li> <li>-Prepare schedule for 8<sup>th</sup> graders to receive presentations.</li> <li>-Input all course selections into Infinite Campus.</li> <li>-Send copies home to parents.</li> <li>-Maintain request changes throughout remainder of the year.</li> <li>-Coordinate with Middle School teachers/chair people.</li> </ul>

**Individual Eighth to Ninth Grade Scheduling**

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
8	January - March		Focus: Transition 8 <sup>th</sup> into 9 <sup>th</sup>

<b>Need</b>		<b>Objective</b>		<b>Activity</b>
Individually schedule eighth grade students to the ninth grade high school program.		Eighth grade students will be programmed for the ninth grade based on eighth grade teacher recommendations for academic placement, required courses and student selection of elective courses.		To schedule eighth grade students for their ninth grade program of study.
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will be provided with a ninth grade program.	Students and parents receive a tentative course request form.	Middle School Counselors to coordinate recommendations received from eighth grade teachers.	Course offering book, course selection sheets, and teacher recommendations lists.	<ul style="list-style-type: none"> <li>-Schedule time for individual meetings.</li> <li>-Prepare course selection sheets.</li> <li>-Maintain request changes throughout remainder of year from academic staff.</li> <li>-Coordinate with Middle School Administration, chair people, and teachers.</li> </ul>

***Middle School/High School  
Counselors Articulation Meeting***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
Incoming 9 <sup>th</sup> Grade	May/June		Focus: Transition 8 <sup>th</sup> into 9 <sup>th</sup>

<b>Need</b>		<b>Objective</b>		<b>Activity</b>	
The high school counselors need information about their incoming students.		To obtain academic and developmental information for incoming 9 <sup>th</sup> grade students from their middle school counselors.		High school counselors meet with the middle school counselors. This meeting will provide an opportunity for the high school counselors to become aware of the special academic and social needs of entering students.	
<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>	
High school counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students.	High School and Middle School Counselors.	Student records, meeting room.	Record reviews.	

***New Student/Parent Registration***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year	15 Minutes	45 Minutes/Registration

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Obtain academic information from previous schools. New students require a course schedule for the school year.	To accurately place students in classes that correspond to previous academic placements. To make students and parents aware of current programs in the Great Neck School District.	Meet with student and parent/guardian, discuss career goals, courses offered, and school procedures.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
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. Home language survey.	Principal, Counselors, Guidance Secretary, School Nurse.	File folder, registration sheet, immunization sheet, bell schedule, district addresses and phone numbers, residency information sheet, list of clubs and activities, four year planning card, fax machine, school calendar, Code of Conduct, course offering book.	-Counselors gather necessary literature to distribute to student and parent. -Counselors review records from previous school and speak with Chair people about placement, if necessary.

***New Student Screening***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	School Year		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
As new students enter the school district, assessment is required to determine appropriate placement, including possible special education and gifted consideration.	To assess instructional levels of all new students entering the district.	Review records from previous school including grade assessment. Call former school and administer reading and math screening instruments if necessary.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Parents will have a comprehensive understanding of 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.		Administrators, School Counselors, Teaching, and Support Staff.	Information packets.	-Prepare packets for students and parents.

***Inter-District Records Retrieval and Assessment***

<b>Target Grade</b>	<b>Time Frame</b>	<b>Preparation Time</b>	<b>Activity Duration</b>
K – 12	Year-Round		

<b>Need</b>	<b>Objective</b>	<b>Activity</b>
Accurate academic records on new students are necessary.	To place students in appropriate courses based on previous academic and/or testing results.	Any information parents and students have at registration is gathered. A formal request for records is made from previous school. Counselors follow up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, State assessment scores, and AIS information). Student schedules are checked for appropriate placement.

<b>Outcome</b>	<b>Evaluation</b>	<b>Staff</b>	<b>Resource</b>	<b>Preparation</b>
Students will be accurately scheduled with consideration given to their abilities, interests, and progress towards graduation requirements.	Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file.	Counselors, Secretaries, Other District Personnel.	Phone, fax machine, and student file.	-Students will be accurately scheduled with consideration given to their abilities, interests, and progress towards graduation requirements.

***Planning Calendar***

<b>Transitions</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Fifth Grade Parent/Student Orientation							√			√		
Fifth Grade Teachers/MS Counselors Articulation Meeting							√					
Guidance Awareness Orientation			√	√							√	√
Eighth Grade Parent/Student Orientation Night								√				
Eighth Grade Classroom Presentation								√				
Individual Eighth to Ninth Grade Scheduling							√	√	√			
Middle/High School Counselors Articulation Meeting											√	√
New Student/Parent Registration		√	√	√	√	√	√	√	√	√	√	√
New Student Screening		√	√	√	√	√	√	√	√	√	√	√
Inter-District Records Retrieval and Assessment	√	√	√	√	√	√	√	√	√	√	√	√



## Counseling Resources

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

The counseling section of the Great Neck School District Website provides up-to-date information about guidance activities, counselor assignments, 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, to name a few.

Some of the documents available in the guidance office and/or on our website are:

- Our School Profile provides a description of Great Neck Schools and is included with every college application.
- The Course Catalog provides students and parents with detailed information of courses offered at Great Neck Schools.
- The College Resources Pages: <https://www.greatneck.k12.ny.us/Page/14052> and <https://www.greatneck.k12.ny.us/Page/8883>
- The Scholarships Pages provides a partial listing of available scholarships, a description of their eligibility guidelines, and their deadlines. <https://www.greatneck.k12.ny.us/Page/8883> and <https://www.greatneck.k12.ny.us/Page/8887>
- The College Admissions Summary Report is a compilation of statistical information corresponding to college admissions.

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

***Planning Calendar***

<b>Publications</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Website	√	√	√	√	√	√	√	√	√	√	√	√
School Profile			√	√	√							
Course Offerings Book				√	√							
College Planning Book									√			
Scholarship Bulletin	√	√	√	√	√	√	√	√	√	√	√	√
College Admissions Report	√	√										