

North Shore School District K-12 Comprehensive School Counseling Plan



September 2020



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North Shore School Board Policy 4600 Guidance Services

The administration of the guidance and counseling program shall be the responsibility of the Director of Guidance under the supervision of the Principal of each school. The Superintendent shall be responsible for the overall district program.

The guidance and counseling program shall endeavor to help each student develop to his or her fullest through the educational program. To this end, the counselor's primary responsibility is to help the student make the most of the academic and personal opportunities available through the North Shore Schools, a task which necessarily involves planning for post-graduate education and life. At the high school, college and career choice and placement are particular emphases.

Counselors provide information to aid students in their academic and life choices, offer advice and perspective, and serve as sources of referral for assistance they cannot themselves provide. Although counselors advocate individual student needs and views, they are ultimately responsible to the school and are accountable for upholding school rules, regulations, standards and directions under the authority of the principal.

While counselors may be called upon to address personal matters to achieve their primary goal, a therapeutic relationship with students is inappropriate and personal counseling beyond the short term is normally the province of other specialists. However, the Schools may provide counseling beyond the short term, consistent with a student Individual Education Plan or Section 504 plan.

Considering effective guidance is based on the impact of parental views and input, the counseling staff will make specific efforts and develop plans for involving parents in the counseling program.

Ref: Education Law §4605 8 NYCRR §100.2(j) Adoption date: June 15, 2006

North Shore's Counseling Model

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student.

With the addition of an elementary school counselor for the 2019-2020 school year the North Shore School Counseling Department is now a true comprehensive school counseling program that is intentionally designed to meet the needs of today's student. A comprehensive school counseling



program is results oriented, comprehensive, developmentally proactive, culturally competent and meets the needs of all students. In order to provide a comprehensive program, counselors must be skilled in leadership, advocacy, collaboration and data analysis.

North Shore school counselors work at the elementary, middle and high school. Students are at the core of every decision and service provided. Counselors also collaborate with teachers, administrators, community members, and families.

Elementary Counseling Services

The elementary school counselor provides a multi-tiered approach when working with all students. By providing education, prevention, early intervention the Elementary School Counselor helps all students achieve academic success, develop understanding of career opportunities and develop social emotional skills in response to issues that they may face. All students will receive tier 1 support in the classroom with authentic learning experiences, to help the student to be autonomous with managing their emotions and making healthy decisions. The Elementary School Counselor is a member of the mental health team and will assist and respond during crisis, work with at-risk students, facilitate small group counseling and lunch groups, respond to conflicts during lunch/recess and provide active and ongoing assistance to the mental health team.

Elementary Counseling Programs

Red Ribbon Week, World Kindness Day, Self-esteem program for grades 3, 4, and 5, Newcomers groups, lunch groups, at- risk counselling, middle school transition and planning, puberty workshops for 5th graders.

Elementary Counseling Curriculum

The elementary school counselor teaches lessons that are focused on educating the whole student. The counseling curriculum is aimed at the development of self-esteem, self-advocacy, self-confidence, and leadership skills. The program targets all 5 core competencies of the New York State mandate for Social Emotional Learning; self awareness, self-management, social awareness, relationship skills, and responsible decision making skills. This includes teaching students a sense of self-esteem and self-confidence; the ability to identify; express and regulate emotions; the ability to set and achieve goals; recognition of one's creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships. Students will be provided authentic learning opportunities to apply the skills and tools learned in the classroom into real life situations. The program focuses to enhance student understanding, attitudes and behaviors that promote health, wellbeing and human dignity.



Topics for Kindergarten through 2nd grade:

The Role of a Counselor, Acceptance, Kindness, Working Together & Cooperation, My Best Self

Topics for 3rd grade:

The Role of a Counselor, Growth Mindset, Empathy, Diversity and Acceptance, Conflict Resolution, Mindfulness, Bullying, Kindness, Coping Skills, My Best Self

Topics for 4th grade:

The Role of a Counselor, Growth Mindset, Conflict Resolution, Friendship, Peer Pressure, Mindfulness, Relational Aggression, Bullying, Careers, My Best Self

Topics for 5th grade:

The Role of a Counselor, Bullying, Growth Mindset, Conflict Resolution, Friendship, Peer Pressure, Mindfulness, Relational Aggression, My Best Self, Transitioning to Middle School, Identification for all students of a trusted adult

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Helps to close achievement and opportunity gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to New York State Mental Health Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.



2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.

3. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).

4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”** A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students.

North Shore Central School Counseling Department Foundation

School District Mission Statement

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

Counseling Mission Statement

Our mission is to promote academic, personal, and social development for every student with high expectations being a priority. We seek to create a climate of acceptance and accessibility so students feel comfortable and welcome utilizing guidance/counseling services.

Counseling Vision Statement

Our vision is one in which every student is motivated, builds a sense of resiliency, develops a healthy self-esteem, and feels empowered to make wise decisions.



North Shore School Counselor Belief Statements

- We believe all students will achieve and meet high standards resulting in college and career readiness.
- We believe that individual strengths, culture and the social/emotional needs of all students should be respected and valued.
- We believe the role of a school counselor is to provide a data driven, developmental program designed to meet the needs of all students through curriculum, individual student planning, responsive services, and system support.
- We believe that a comprehensive school counseling program must be aligned with the district strategic plan as well as state and national standards.
- We believe that school counselors are leaders who advocate and collaborate with others to create equitable access to rigorous curriculum and opportunities for self-directed personal growth and resiliency.
- We believe that school counselors must collaborate with families, staff, and community resources to address student developmental needs, primary prevention, and continuous student's achievement.
- We believe that school counselors must abide by the ASCA professional school counseling code of ethics.

Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals are developed for each counselor at the beginning of the school year.

Student Competencies

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

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.



- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

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

Professional Competencies

Counselor Competencies and Ethics

The North Shore school counselor will reference the ASCA School Counselor Competencies as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs. School counselors will also adhere to the American School Counseling Code of Ethics.

North Shore Central School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the North Shore school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Program implementation - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver counseling and wellness lessons,
- provide individual student planning,
- provide responsive services, and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of



time spent in each component of the school counseling program.

Use of Time - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services to Students**. The remaining time is spent for Foundation, Management & Accountability

Counseling Advisory Group – This is an interdisciplinary group that is advisory in nature. This group has been trained in the ASCA model and is responsible for advising on the following areas:

- Communicating student, parent/guardian and community perspectives to the counselors and the director of counseling.
- Communicating accurate and timely information to the school community.
- Securing information for parents and community members who don't know where to turn for help.
- Supporting guidance/counseling programs and services designed to enhance the educational experience for students and parents/guardians.
- Assessing student services and, when necessary, acting as an advocacy group to enhance and improve counseling services to students.
- Supporting organizational functions linked to the Counseling, College and Career Center.
- Participating in various sub-committees on topics that support the counseling goals and objectives and services to benefit the students.

Advisory council membership works K-12 and is reflective of the North Shore community. The council includes students, parents, teachers, counselors, and administrators.

North Shore Central School Counseling Department Delivery System

Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- **Classroom Activities:** school counselors present lessons in the classroom.
- **Group Activities:** school counselors conduct group activities outside of the classroom to address student's particular needs.
- **Curriculum Maps:** The North Shore Counseling Departments have developed curriculum maps. These maps are active and ongoing documents with annual updates recommended.

Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and



career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual students' progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.
- Classroom lessons: Classroom lessons are created and tailored to the specific needs of the students.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs



to the greater community via websites, counseling newsletters and presentations.

- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Counseling Programs K-12

Program/Activity Name: **Personal, Academic, Career and Crisis Counseling**

Objective: To provide individual and small group counseling to support the personal needs of students, provide intervention when students are in crisis, educate them on possible career pathways, and to counsel them regarding academic planning and achievement

Target Population: Grade K - 12

Provider: School Counseling Staff, Social Worker, School Psychologists Timeline: Ongoing

Program/Activity Description:

Students will learn and practice a range of feeling vocabulary, emotion management and problem solving strategies through counseling

Students will be taught goal setting, progress monitoring and success sharing as well as memory skills, managing test anxiety and skills for healthy optimism

Students will have a heightened sense of personal strengths, skills, interests, hobbies, dreams and achievements. They will assume and explore aspects of adult life including work related situations. Emphasis is placed on the importance of all work, ongoing education, teamwork and positive attitudes

Students will identify and learn strategies to deal with personal crises. Referral to outside intervention services will be provided as necessary

Assessment and Evaluation:

Through observation of staff, students will gain coping skills and the number of students experiencing anxiety and depression will decrease.

Expected Outcomes:

Students will develop knowledge of the importance of a positive self-concept, skills to interact effectively with others, awareness of the importance of growth and change, awareness of the benefits of educational achievement and skills to understand and use career information. Students will feel encouraged and supported emotionally and academically in all aspects of their daily lives



Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Individual Counseling**

Objective: To provide a safe and nurturing environment to counsel students and address their target concerns

Target Population: Grade K - 12

Provider: School Counselors, Social Worker, and School Psychologists

Timeline: Ongoing

Program/Activity Description:

Provide ongoing emotional, social or academic counseling Provide crisis counseling

Counsel students mandated to receive services as per their IEPs Monitor peer mediations

Provide conflict resolution

Offer scheduled individual appointments as requested by students

Expected Outcomes:

Students will learn strategies to cope with their issues and concerns both in and out of schools

Trusting and understanding relationships will develop between students and the counseling staff, school social worker and school psychologists. Students will feel safe and supported

Assessment and Evaluation:

Through observations of the counselors, the amount of students seeking support will be monitored and the need for individual counseling will decrease.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills



Social Skills Mindsets M1-M6

Program/Activity Name: Group Counseling

Objective: To work with groups of students experiencing the same social/ emotional situation and difficulties

Target Population: Grade K - 12

Provider: School Counseling Staff, Psychologists, and Social Worker

Timeline: Ongoing

Program/Activity Description:

Small groups of students meet with the appropriate service provider to discuss a targeted and common concern or topic. All groups are to facilitate discussion on pertinent issues

Groups are formed based on multiple students' IEP goals, student, parent, and teacher referrals

Examples of groups include friendship groups, social skills groups, divorce groups, bereavement groups, drug prevention / intervention groups, and Too Good for Drugs groups

Expected Outcomes:

Students have the opportunity to share feelings regarding the group topic in a safe and supportive environment

Students will learn healthy communication and coping strategies that will help them effectively deal with the issues that they are experiencing

Group counseling will help students understand that others share similar feelings and experiences

IEP goals will be met based on group activities

Through group discussion, students will recognize the importance of healthy living and responsible decision making

Assessment and Evaluation:

Through hosting groups of students experiencing similar social and emotional difficulties, counselors observed a decrease in feelings of loneliness and isolation among students.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness



Aligned to ASCA Competencies: Learning Strategies Self-Management Skills
Social Skills Mindsets M1-M6

Program/Activity Name: **DASA Training**

Objective: To provide adequate training to school personnel to enable them to prevent and respond to discrimination, bullying or harassment

Target Population: Grade K - 12

Provider: Nassau BOCES DASA Training, School Counseling Staff, School Psychologists, School Social Worker, Other School Personnel

Timeline: Ongoing

Program/Activity Description:

School Counseling Staff, School Psychologists, the School Social Worker all received DASA training so that they could understand the intent components, and operational definitions of the Dignity Act

Expected Outcomes:

School Counseling Staff, School Social Workers and the School Social Worker will: Develop sensitivity to the experience of specific student populations

Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention, and how to interact with families of victims and aggressors

Understand diversity and multi-cultural environments and examining their own biases

Assessment and Evaluation:

Through observation of the administration and staff, the number of DASA reports will decrease. The counselors will use their training in identifying and reporting DASA cases.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: CPI (Crisis Prevention Institute) Training

Objective: To provide adequate training to school personnel to enable them to directly intervene in crisis situations, teaching staff de-escalation techniques and interventions.

Target Population: Grade K - 12

Provider: Nassau CPI Training, School Counseling Staff, School Psychologists, School Social Worker, Other School Personnel

Timeline: Ongoing

Program/Activity Description:

School Counseling Staff, School Psychologists, and School Social Workers received CPI training so that they could be able to provide safe management during crisis situations.

Expected Outcomes:

School Counseling Staff, School Social Workers and the School Social Worker will: Develop sensitivity to the experience of crisis situations.

Understand and be able to apply effective de-escalation techniques and strategies to safely navigate a crisis situation.

Assessment and Evaluation:

Through observation of the administration and staff, the number of crisis reports will decrease. The counselors will use their training in de-escalation cases.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: Professional Development

Objective: School Counseling Staff and Pupil Personnel Services will attend informative workshops, conferences, trainings and presentations to learn the latest information on issues socially, emotionally and physically affecting children and current trends in college and career counseling

Target Population: Grade K - 12

Provider: Professional Organizations, Nassau County Offices, Colleges, Service Agencies, Medical



Organizations, Mental Health Professionals

Timeline: Ongoing

Program/Activity Description:

Counselors and Pupil Personnel staff attends events that will deepen their knowledge of current trends in education and adolescent issues

Events include:

College Visits

ASPIRE

CAP Conference

NCA Meetings

School Counseling Staff, the school social worker, and school psychologists will gain knowledge and skills as educational professionals to better prepare them in supporting North Shore students and the issues and situations affecting them

Assessment and Evaluation:

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Monitoring High School Graduation Requirements**

Objective: To ensure that all students are enrolled in and successfully complete classes that will meet New York State graduation requirements within a four year program of study

Target Population: Students Grade 8 - 12

Provider: School Counseling Staff

Timeline: Ongoing

Program/Activity Description:

At the beginning of each year, school counseling staff reviews all student transcripts and current academic schedules to ensure that all students are on track for graduation. All information is reviewed with students individually and in small groups. Adjustments are made to schedules if required courses are missing in the academic program. Completion of required Regents examinations is also reviewed and monitored



Report cards are reviewed throughout the year to monitor required courses and the passing or failing status of each. Failed required courses are rescheduled during the school year if possible, and summer school options are also discussed with students for completion of failed courses and Regents examinations. Transcripts, Regents examination results, and report cards are stored in the Guidance Office and in Infinite Campus

School counseling staff will review each student's final transcript to determine what type of diploma, credential, or certificate that each student will receive

Expected Outcomes:

Students will successfully complete all required courses and Regents examinations within four years to meet New York State graduation requirements. Information on each student's ongoing status for timely graduation will be maintained, adjusted as necessary, and reviewed yearly and on an "as needed" basis with students

Assessment and Evaluation:

Counselors will review high school transcripts each year for graduation requirements. The graduation data will be accurate.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **New Student Registration**

Objective: To welcome new students to the high school and place them in appropriate classes and programs that will make their transition to the new school setting successful

Target Population: Grade 6 - 12

Provider: School Counselor, Secretaries

Timeline: Ongoing

Program/Activity Description:

Individual meetings with the assigned school counselor are scheduled with new students and their parents. The counselor reviews the student's prior academic program to determine appropriate academic placement. The counselor may contact the prior high school for more detailed information about the



student's needs and placement. The counselor then develops a schedule of classes for the student

The counselor provides an orientation for the student including the school's culture, extracurricular programs and activities, and sources of academic and emotional support

The counselor tours the student throughout the building and through the new schedule, highlighting the location of the library, cafeterias, and the various support centers. The new students are encouraged to visit the counselor as often as they wish

Expected Outcomes:

New students will successfully transition to the high school academically and socially and be aware of sources of support available. The student/counselor relationship is established

Assessment and Evaluation:

New students will transition successfully to North Shore and will be appropriately placed in their classes.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Course Selection Guide**

Objective: To provide students with a detailed description of every course offered in the North Shore curriculum and to clearly outline graduation requirements in writing

Target Population: Grade 9 - 12

Provider: School Counseling Chairperson, Department Chairpersons, Secretaries

Timeline: November and December Program/Activity Description:

Each year, the department chairpersons review, revise course descriptions, and update the courses offered by their department that are listed in the Course Selection Guide

The Director of Counseling revises pages describing graduation requirements, pass / fail options, BOCES, and North Shore policy for adding and dropping courses

The Course Description Guide is used to clarify course content when Counselors meet with all students in scheduling orientation meetings

The Course Description guide is posted on the North Shore website so that students can reference it at any time, particularly when they are selecting their classes for the following year



Expected Outcomes:

Students will have a thorough understanding of each course's content and will be able to make informed decisions when selecting their classes each year. They will also understand graduation requirements

Assessment and Evaluation:

Students will select the appropriate courses during registration. The number of students changing schedules will decrease because they are more knowledgeable of their academic options.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Scheduling Orientation/Course Selection**

Objective: To assist students with creating their academic schedules for the following school year. Emphasis is placed on incorporating challenging yet realistic academic classes that meet graduation requirements and enhance academic growth

Target Population: Grade 5-11

Provider: School Counseling Staff

Timeline: January through September Program/Activity

Description:

Counselors meet with students in small groups and review graduation requirements. Students are provided with a detailed list of all courses offered as well as a scheduling worksheet so that they can visually map out a nine period day. Through use of the Smartboard, counselors show students how to utilize the Course Description Handbook that is posted online.

Counselors meet one-to-one with students and parents to create course requests. Any necessary changes due to error, change in recommendation, results of an Annual Review Meeting for special education students or a 504 review, or summer school enrollment are addressed by each counselor in relation to their own caseload.



Expected Outcomes:

The students will understand graduation requirements and how to meet them. They will create a challenging yet appropriate academic program for the following school year.

Assessment and Evaluation:

The number of students changing schedules will decrease because they are more knowledgeable of their academic options.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Barry Tech Career & Technical Programs**

Objective: To enable students to explore hands-on experiences in areas of interest pertaining to vocational and technical careers

Target Population: Grade 10, 11, 12

Provider: School Counseling Staff and Barry Tech Timeline: February - September

Program/Activity Description:

The school counselors introduce the available vocational programs to their students during scheduling groups. The counselors also discuss BOCES options at CSE Annual Review meetings. Grade 10 and 11 students are invited to attend the “Taste of Tech” orientation field trip to the BOCES center. Counseling staff accompanies the students while they spend half of the day visiting the vocational programs of interest to them. Students are invited to apply for admission if they wish to attend BOCES

The counselors facilitate and compile applications to the BOCES. Included with the application are complete attendance reports, health records, copies of 504 Plans or an IEP, psychological testing, a vocational assessment, report cards, and an official transcript

Expected Outcomes:

Students will have access to a vocational and technical education through BOCES. This will support his or her interest in a specific technical field while fulfilling the requirements for a high school diploma. At



the completion of the BOCES program, students will be able to receive technical/vocational certification in their chosen field of study

Assessment and Evaluation:

Students will attend the Barry Tech “Taste of Tech” field trips for a better understanding of the program. The student’s knowledge of vocational skills will increase.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Schedule Adjustment**

Objective: To review schedule change requests and to assess their validity based on State and local expectations, and in meeting NYS graduation requirements

Target Population: Grade 6 - 12

Provider: School Counseling Staff, Teachers, Administrators

Timeline: Ongoing

Program/Activity Description:

Students must discuss possible schedule changes with their counselor. The counselor will discuss with the student if the change is valid or in the student’s best interest. The requested change will be discussed with both the teachers involved and the student’s parent

Students are given a Schedule Change Request Form that must be signed by both the teacher and the student’s parent

When the change is approved, the counselor makes the adjustment to the student’s schedule in Infinite Campus. A new schedule is printed and given to the student

Expected Outcomes:

Schedule changes will ensure that the student is placed in the appropriate and desired academic classes and will assist in the overall academic success of the student

Schedule changes will enhance and not detract from the quality of the education the student obtains



Only relevant schedule changes will be granted Assessment and Evaluation:

After each marking period, counselors will review the amount of drop forms submitted.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Referral to Outside Services**

Objective: To provide appropriate referral sources for students and families based upon individual needs

Target Population: All students in need in Grade K-12

Provider: School Counseling Staff, Psychologists and Social Worker Timeline: Ongoing

Program/Activity Description:

To connect students and families to outside referral sources such as psychologists, social workers, psychiatrists, drug treatment facilities, mental health facilities, and state/government agencies. The counseling staff has a variety of referral sources that are provided to parents in times of need

Expected Outcomes:

Students and families will be connected with appropriate service providers. These connections, and subsequent interventions, will lead to better school functioning for the students

Assessment and Evaluation:

Counselors will maintain an updated list of referral services. With appropriate outside help the number of students experiencing social / emotional issues will decrease

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: Student Support Team/Instructional Support Team



Objective: To identify and respond to students experiencing significant academic and / or social and emotional difficulty

Target Population: Grade K - 12

Provider: The SST is a multidisciplinary team that consists of administrators, school psychologists, a social worker, school counselors, and the school nurse. Teachers may join the meeting if they have concerns regarding a specific student

Timeline: Weekly Throughout the Year

Program/Activity Description:

Students may be referred to SST for various reasons including academic difficulty, disciplinary concerns, and/or social and emotional difficulty

The SST collects and reviews all relevant information including performance in the classroom, teacher / staff observations, performance on standardized tests, attendance, medical history, disciplinary records, and records from previous schools

The SST will create an individualized plan to meet the needs of referred students. The plan may include academic intervention services, referral to the school psychologist or social worker, and / or making an outside referral to appropriate providers

The high school SST meets annually with the middle school SST to discuss the incoming freshman class. The middle school PPT will refer students ‘at risk’ for academic and / or social and emotional difficulty to help facilitate the transition to the high school

Expected Outcomes:

The SST will respond to the academic and / or social and emotional needs of students. The SST will create a comprehensive plan that supports students’ successfully functioning in school

Assessment and Evaluation:

The SST list will be reviewed each week and through proper intervention and referrals the number of students needing SST intervention will decrease.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: CSE / 504 Meetings

Objective: Students with IEPs and 504 Plans and their parents will receive updated information on the student's yearly progress and plans for the following years. Meetings may also be held to make adjustments to services as needed

Target Population: All Students in Grade K - 12 Who Have an IEP or 504 Plan

Provider: School Counseling Staff, Psychologists, Special Education Chairperson, Assistant Principal, Teachers

Timeline: Spring (or as needed)

Program/Activity Description:

School counseling staff, along with other school personnel, students, and parents will meet to discuss the student's classification, academic progress, special needs, and the efficacy of the individualized plan of services and support

Planning for upcoming school year's academic program, placement, and support services will also be discussed and adjusted as per the student's demonstrated need

Registering students with SAT or ACT in order to receive testing accommodations on standardized tests is discussed

Broader transition issues may also be addressed, including college and access to adult services

Expected Outcomes:

The student will be placed in most appropriate academic program, with most appropriate accommodations in place to support the student's special needs and to maximize academic success and emotional health

Assessment and Evaluation:

Counselors and psychologists will insure that New York State regulations on special Education or 504 regulations are being followed and appropriate recommendations are being made. Student academic performance will increase.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: Academic At – Risk Failure Mailings

Objective: To identify students with failing or borderline grades and communicate that information to their parents

Target Population: Grade 6 - 12

Provider: School Counseling Staff

Timeline: At the end of each academic quarter Program/Activity Description:



School counselors review all of their student's report cards for failing and or borderline grades. A letter is sent to the parents indicating what classes the student failed or may be failing. Within the letter are suggestions of where the child can receive academic support during the school day and after school. Parents are invited to contact the counselor for further discussion or a meeting

Grade 12 students who are failing required courses must attend mandatory meetings with the school counselor and assistant principal to review their academic status and to discuss a plan for improvement

Expected Outcomes:

Parents will be notified of their child's academic standing

Students will seek academic support through extra help, the Learning Center, EXCEL, Academic Support, or tutoring and their grades will improve

Grade 12 students will be carefully monitored to ensure a timely graduation Assessment and Evaluation:

Counselors will make sure that there is open communication between school and home. Due to increased communication the number of students failing courses will decrease.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Parent – Teacher Conferences**

Objective: To provide parents the opportunity to personally communicate with their child's teachers regarding academic progress and any other school - related concerns

Target Population: Grade K -12

Provider: School Counseling Staff, Teachers, Psychologists Timeline: Ongoing

Program/Activity Description:

Parents wishing to meet with their child's teachers contact the school counselor. The counselor arranges a meeting time during the day when the teachers are available and the parents are invited to attend. Any concerns or questions that the parent has are discussed in-depth with both the teachers and the school counselor at the meeting

Expected Outcomes:

Parents will have their concerns heard and addressed by both teachers and the school counselor

Suggestions for addressing the parents concerns will be offered and implemented

The student's situation will improve or be maximized Assessment and Evaluation:



Counselors will follow up with parents regarding the helpfulness of the conferences.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Student Progress Reports**

Objective: To provide parents with current and accurate information on their child's academic progress

Target Population: Grade K - 12

Provider: School Counseling Staff

Timeline: Ongoing

Program/Activity Description:

Parents contact the school counselor requesting an academic update on their child's progress. Counselors contact the teachers in person, in writing or by email requesting an update on the student's status. The counselor collects the information from the teachers and then either calls or meets with the parent to review the progress reports

Expected Outcomes:

Parents have access to and will receive timely and informative feedback from teachers on their child's academic performance. Parents can then better understand and support their child's academic needs and endeavors. Communication between school and the parents is enhanced

Assessment and Evaluation:

Counselors will monitor increased academic performance due to an increase of communication via parent/student portal

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Peer and Faculty Tutoring Referral**

Objective: To provide students who struggle academically with dependable and appropriate tutoring



services

Target Population: Grade K -12

Provider: Counseling Staff, Students, Teachers, Secretaries Timeline: Ongoing

Program/Activity Description:

At the high school level, the counseling staff collects a list of honors and AP level upper classman who are interested in tutoring. Teachers also submit their names if they would like to be referred for private tutoring

Counselors will use the list to recommend tutors when they receive a request from a parent or student. Counselors may recommend tutoring services to students when meeting with them individually regarding academic difficulty. The counseling staff tries to pair students with a tutor whose demeanor and style will best optimize the tutoring experience

Expected Outcomes:

Students will receive a recommendation for a suitable tutor in an academic area. The tutor will work with the student in improving grades and study skills

Assessment and Evaluation:

The counselors will monitor the amount of students utilizing the tutoring program. Student academic performance will increase due to the support.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Summer School Registration**

Objective: To notify parents and students of course failures, summer school eligibility and registration options

Target Population: Grade 9 - 12

Provider: School Counseling Staff, Secretaries Timeline: June

Program/Activity Description:

Teachers report course failures to the counseling staff

The counseling staff contacts all students and parents of students who have failed a required course by both phone and mail. Those students are provided with detailed information regarding summer school options for credit recovery, registration materials, the summer school schedule, along with dates and class times.



The counseling staff meets individually with students who wish to attend summer school and complete registration forms for them.

Expected Outcomes:

Students and parents will be made aware of course failures and the opportunities available for the students to repeat courses in summer school for credit recovery. Interested students will be registered by the counseling staff for the summer school option most appropriate for their needs

Assessment and Evaluation:

The number of students registering for summer school will increase.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **The Bach Harrison Survey**

Objective: A survey to assess risk and protective factors that predict substance use, youth gambling, and other problem behaviors

Target Population: A Sample of Students Grade 7 - 12

Provider: Social Worker, Director of Counseling

Timeline: Winter

Program/Activity Description:

The school social worker and Director of Counseling administers the Bach Harrison Survey to a sample of Grade 7 – 12 students identified through their Physical Education classes

The Bach Harrison Survey is a survey instrument used to assess risk and protective factors that predict substance use and other high risk activities in youth

Expected Outcomes:

The school counseling and pupil personnel staff will have a better understanding of the at- risk behaviors happening in the North Shore schools, and will be able to address them more specifically and effectively

Students will have a heightened self- awareness of their own behaviors through self-reflection as a result of completing the Bach Harrison survey

Students will utilize school counseling and pupil personnel staff as resources to address their self-perceived at-risk behaviors through open and honest communication

Domain: Academic Development

Social / Emotional Development

College / Career Readiness



Aligned to ASCA Competencies: Learning Strategies Self-Management Skills
Social Skills Mindsets M1-M6

Program/Activity Name: Naviance: **College/Career/Scholarship**

Objective: To provide parents and students access to a web-based program to assist with college and career planning

Target Population: Students Grade 6 - 12

Provider: School Counseling Staff Timeline: Ongoing

Program/Activity Description:

Naviance is a program that offers a wide array of features for all secondary grade levels. At the high school level, students can prepare resumes, access advanced college and career searches, and compare their GPA and SAT scores with potential colleges to create target-based searches. Scholarship information is listed on the site to help students find potential assistance for the cost of college.

Direct links to important sites are listed on the student's Naviance homepage: The Common Application, CUNY Application, the SUNY Application, FAFSA, Scholarship Search Websites, etc

At the middle school level, counselors teach career lessons and guide students through completing interest inventories. By completing the interest inventory students learn what they enjoy and are matched with careers that fit that interest.

Parents and students have access to the Family Connection website 24/7, and school counselors can connect and work with students through the Workspace program

Expected Outcomes:

Students will be able to research colleges and produce a comprehensive list of potential colleges. They will have access to various links and sources of information needed to assist in the entire college search process.

Students will have the capability to conduct in-depth research about potential careers, educational requirements, demand for careers, and average salaries

Assessment and Evaluation:

Counselors will monitor the increased use of Naviance by students through a usage report.

Domain: Academic Development



Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Grade 9 Groups**

Objective: To help the Grade 9 students transition to the high school and begin to form a positive relationship with their counselor

Target Population: Grade 9 Provider: The School Counseling Staff

Timeline: Fall

Program/Activity Description:

In the Fall, counselors meet with their Grade 9 students in small groups to introduce themselves and to help them transition to the high school. Topics such as the role of the school counselor, sources of support (psychologists, social worker,) study skills, extracurricular involvement, extra help, attendance, academic expectations, and subjects of student interest will be discussed. Each student will open a Naviance account and will be introduced to college and career searches

Expected Outcomes:

Grade 9 students will begin a productive relationship with the high school counseling staff and will understand that they are an accessible source of academic, social and emotional support. Students are provided an overview of the high school and will transition successfully with knowledge of sources of support in the high school

Assessment and Evaluation:

Counselors will monitor meetings through intake forms. Subsequent to the meetings the students will feel more comfortable going to guidance and the number of visits will increase.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: **The North Shore High School Profile**

Objective: To provide a comprehensive and informational summary of North Shore High School's demographic, academic, and statistical information

Target Population: Colleges and Universities, Any Interested Public

Provider: Director of Counseling

Timeline: Fall

Program/Activity Description:

The School Counseling Chairperson gathers, interprets and records data to compile a concise document that provides a snapshot of North Shore High School and its rigor

Information included in the profile is a general description of the high school's community demographics, and a school ethnicity profile

Grade Point Average System Information / Grade Conversion

AP course offerings, enrollment and testing outcome percentages SAT, SAT Subject Test enrollment and testing outcome percentages Honor class offerings

The National Merit Scholarship qualifying history

College placement

Description of special programs

Expected Outcomes:

College admission personnel will have a deeper and more accurate understanding of North Shore High School students and the rigor of their programs, making them competitive in the college selection process

Assessment and Evaluation:

Counselors will observe an increased knowledge of North Shore High School by college counselors visiting the school.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **School Counseling Web Page**

Objective: To provide parents and students with an easily accessible source with information regarding upcoming events, important dates, and useful resources available to them



Target Population: Students and Parents Grade K - 12

Provider: Director of Counseling, School Counselors, Secretaries and North Shore Public Relations

Timeline: Ongoing and Updated Regularly

Program/Activity Description:

A school counseling section of the North Shore High School website is maintained with current and important information for parents and students

Information available includes student counselor assignment, Naviance/Family Connection access, Guidelines, SAT/ACT test dates, college open house information, scholarships, AP testing information, Volunteer and community service opportunities, the North Shore Profile, and changing current and pertinent information

Expected Outcomes:

Students and parents will access the website as an informative and viable resource for important information generated by and about the North Shore School Counseling Department

Assessment and Evaluation:

Counselors will monitor an increase in attendance at school events, adherence to deadlines, and a spike of usage of online resources.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **PSAT, SAT, SAT Subject Test Administration**

Objective: To provide students with the opportunity to take college admission exams in their home district

Target Population: Grade 10, 11 and 12

Provider: School Counseling Department and School Personnel

Timeline: The PSAT is in October

The SAT is offered in the Fall and Spring each year. Typically students will take the SAT in the Spring of junior year and the Fall of senior year

Program/Activity Description:

The exams are advertised through the school counseling website, district listserv and in school announcements. The counseling staff educates the students on the difference between the PSAT, SAT, SAT Subject Test, and the ACT individually and in classroom presentations

The PSAT is offered to all North Shore students. The administrator of the exam then hires staff and secures room locations for both standard and non-standard test administration. The test administrator and



guidance personnel are responsible for mailing the exams to CollegeBoard

Students register for the SAT/Subject Tests through CollegeBoard. The test administrator then hires staff and secures rooms for both standard and non- standard test administration. The test administrator is responsible for mailing the exams back to CollegeBoard

Expected Outcomes:

North Shore students will be able to complete their standardized testing requirement in their home district. This will alleviate some stress from the testing process

Assessment and Evaluation:

An increase in the number of students taking standardized tests will be observed

Domain: Academic Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: Registration for PSAT, ACT and SAT and AP Testing With Accommodations

Objective: To apply to CollegeBoard Services for Students with Disabilities and ACT Special Testing Services to gain approval for testing accommodations for North Shore students with identified disabilities

Target Population: Special Education Students Grade 9 - 12

Provider: School Counseling Staff, School Psychologists and CollegeBoard and ACT

Timeline: Ongoing

Program/Activity Description:

At the Grade 9 Annual Review CSE Meetings and at 504 Meetings, parents and students are given a request for accommodations release to sign so that the counselor can complete an application requesting testing accommodations on all CollegeBoard and ACT tests. This form is provided to the parents of newly classified / 504 students as their meetings take place throughout the year as well as well

Counselors complete the request for accommodation forms online or on paper and submit them along with the required documentation. Counselors gather and submit copies of IEPs, 504 Plans, psychoeducational testing results, and doctor's or psychiatrists reports. The counselor specifies what accommodations are being requested and certifies that the student currently receives them in school

Expected Outcomes:

Students will be considered to receive testing accommodations on all CollegeBoard and ACT testing. Counselors will have provided sufficient documentation of a disability to have accommodations approved for all North Shore students with special needs. With accommodations Students with disabilities may have maximum success on standardized testing



Assessment and Evaluation:

School based testing for the PSAT, ACT, SAT, and AP Testing with accommodations will be provided to all eligible students

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Individual College Visits to NSHS**

Objective: To provide students the opportunity to meet college admissions representatives during the school day to learn more about their admissions policies, academic offerings, campus activities, and lifestyle at various the colleges and universities

Target Population: Students Grade 9, 10, 11, 12

Provider: School Counseling Staff and College Admissions Representatives Timeline: Fall

Program/Activity Description:

Individual College Visits: Colleges of high interest to North Shore students are invited to hold small group informational meetings for one class period during the school day. These meeting provide in-depth information about the colleges admission policies, academic offerings, financial aid availability, extracurricular offerings, and the college social scene

Expected Outcomes:

Students will have access to a variety of colleges, learn more about their academic programs and life on campus, and will gain a better understanding of the college admission process. Counselors will speak to the representatives to learn about changes to thee college's academic offerings and to introduce themselves to the representative that they may be contacting at the college in the future

Assessment and Evaluation:

Counselors will see an increase in student attendance at fairs, as well as an increase in student's knowledge of individual colleges

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: **United States Armed Services Visitations**

Objective: To make students aware of post-secondary opportunities available to them through the United States Armed Services

Target Population: Students Grade 9 - 12 Provider: School Counselor Military Liaison Timeline: Fall

Program/Activity Description:

Military recruiters contact the school counselor military liaison to schedule a recruitment visitation at the high school. The recruiters are then scheduled to participate in one of the Mini College Fairs. They are given the opportunity to speak to students, provide them with contact information for recruitment purposes, and to distribute information about opportunities offered through their specific branch of the armed services. Students must self-refer to the recruiters

Expected Outcomes:

Students will learn about the opportunities offered by the United States Armed Services and how to contact the military recruiters if they are interested

Assessment and Evaluation:

Armed Services representatives will attend mini college fairs in the fall. In addition Armed Services recruits will be provided a list of eligible students

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Counselor College Visits**

Objective: School counselors will establish a rapport with college admissions officers and gain up to date college information. Counselors will have a first hand knowledge of the physical college campus, its academics and programs. The counselors will share the information with students, their families and colleagues

Target Population: Grade 9-12 Provider: School Counseling Staff Timeline: Ongoing



Program/Activity Description:

Counselors visit college campuses both locally and long distance, in order to meet with admission representatives, take campus tours, and familiarize themselves with the campus and its academic programs, and the surrounding community. This information is shared with North Shore students, parents, and colleagues. In addition, this allows the counselors to strengthen the relationship and build strong connections with colleges, and to promote North Shore High School. This face to face experience allows the counselors the opportunity to get a more personal feel for the college campuses. In turn, this enables the counselors to make better recommendations to their students about prospective choices in the college counseling process

Expected Outcomes:

The school counselors will strengthen connections and relationships between North Shore High School and colleges. Counselors will gain firsthand knowledge and deeper insight of the different college campuses so that they may better advise their students in the college application process. Colleges will gain a better understanding of North Shore High School students

Assessment and Evaluation:

Counselors up to date knowledge of colleges will increase as counselors share what they have learned through individual college visits

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Junior College Meetings**

Objective: To provide Grade 11 students with information needed to research colleges and to provide knowledge of the college application process. A planning a timeline for the spring, summer and fall will be provided

Target Population: Grade 11 Provider: School Counseling Staff

Timeline: Winter/Spring of Grade 11

Program/Activity Description:

Counselors meet individually with each Grade 11 student and his/her family for an agenda based meeting. The agenda includes a transcript review to ensure that the student is meeting graduation requirements,



determining diploma status, assessing standardized test scores and course selection for the next year. Information discussed also includes the tools used to research colleges, Naviance, important factors to consider when researching (competitiveness, location, size, and cost of the school,) college visits, important websites, standardized testing requirements, different types of applications, Early Action / Decision and admission policies, financial aid, and letters of recommendation

Expected Outcomes:

Students will have the necessary information and tools to begin the college search process. They will have a better understanding of their own academic and personal qualifications in relation to college admission

Assessment and Evaluation:

Counselors will monitor students to ensure they are moving through the college application timeline and monitor the number of college searches per student through Naviance Usage Reports

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Grade 12 College Meetings**

Objective: To provide individualized assistance to Grade 12 students in the college application process

Target Population: Grade 12 Provider: School Counseling Staff

Timeline: Fall and ongoing

Program/Activity Description:

Students have individualized meetings with their counselors to review the final college list, review and edit essays, process college applications, review activity resumes, practice for college interviews, troubleshoot electronic issues, confirm letters of recommendation and answer all questions pertaining to the application process

Expected Outcomes:

Students are supported and monitored by the counselors in every aspect of college application

Students have an in-depth understanding of the detailed process of college application



Assessment and Evaluation:

Counselors will observe that all students have a working understand of the college application process and a list of appropriate colleges

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Processing College Applications**

Objective: To provide and assist students with all of the necessary elements required for successfully applying to college

Target Population: Grade 12 Students

Provider: School Counseling Staff, Secretaries Timeline: September - January

Program/Activity Description:

Students complete applications to college either electronically or in paper form. They submit an Application Processing Form to the counselor for each college to which they apply, giving permission for the counselor to submit all supporting and required information

Counselors compose a letter of recommendation for every student in their caseload, outlining the student's strengths, characteristics, and unique circumstances and abilities

Counselors review and submit official transcripts and mid-year grade reports for each student. They also include a School Profile and complete any other forms and rating charts associated with the applications

Expected Outcomes:

A complete application will be submitted to every college to which each student applies. The college will have an inclusive picture of the student for full consideration including academic, personal and extracurricular information when considering the student for admission

Assessment and Evaluation:



Counselors will monitor the number of college applications submitted by each student. Counselors will also monitor applications to ensure appropriate completions.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **NCAA Clearinghouse**

Objective: The counseling staff oversees NCAA Clearinghouse academic requirements for potential college athletes.

Target Population: Student Athletes Grade 9 - 12 Provider: School Counseling Staff

Timeline: Ongoing with submission in senior year

Program/Activity Description:

The school counselors oversee the academic requirements that are necessary for students to meet initial athletic eligibility. NCAA approved courses are annotated in the Course Selection Guide. Counselors advise students on which courses they need, and educate students on GPA and SAT requirements.

Counselors submit core courses for approval to the NCAA. They also send preliminary and final transcripts to the NCAA Clearinghouse.

The school counseling department created and provides an NCAA Handbook for students to use as a resource.

Expected Outcomes:

Students will be eligible to compete in Division 1 or 2 athletics by meeting the initial academic requirements set by the NCAA.

Assessment and Evaluation:

The number of students registering for the NCAA Clearinghouse will increase

Domain: Academic Development

Social / Emotional Development



College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Alumni Day Panel**

Objective: To provide the Grade 11 and 12 students with first hand information on colleges from the perspective of current college students

Target Population: Grade 11 and 12

Provider: Student Government/School Counseling Staff

Timeline: January

Program Activity/Description

Former North Shore students from various two and four year colleges and universities present a panel to address students in Grade 11 and 12 to offer an overview of college admissions and to discuss college life. The colleges represented vary in degrees of competitiveness. The panel discusses academic expectations, dorm life, extracurricular activities, school size, choosing a major, applying to college and other college related topics. The panel members field questions in a Q and A session and also discuss how to make the most out of high school in preparation for college application

Expected Outcomes:

Grade 11 and 12 students will gain a realistic and relatable view of college life and what to expect during the college admissions process. Questions will receive a candid and honest response

Assessment and Evaluation:

Information from Alumni Panel can be measured through an exit survey

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: **Back To School Night**

Objective: To provide parents with information regarding current academic programming and to introduce counseling and teaching staff

Target Population: Grade K – 12 Parents

Provider: School Counseling Staff, School Teaching Staff, Social Worker, School Psychologists, School Administrators

Timeline: September

Program/Activity Description:

Parents are invited for an evening visit to the high school, middle school and elementary schools. They 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 the counseling and pupil personnel staff

Expected Outcomes:

Communication between home and school is enhanced. Parents have gained an understanding of the academic expectations that their child is experiencing so that they can better support their academic success. Parents will have a better understanding of the resources available to them in the School Counseling Office

Assessment and Evaluation:

Parents will have the opportunity to meet the guidance staff to address any questions or concerns. Parent contact with the counseling office will increase.

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6



Program/Activity Name: **Financial Aid Night**

Objective: To provide parents and students with information and instruction on all aspects of applying for financial aid for college

Target Population: Parents and Students Grade 11 and 12

Provider: School Counseling Staff and a Guest Speaker/Expert on the Financial Aid Process

Timeline: Fall

Program/Activity Description:

Parents and students attend an evening program presented by a college financial aid professional. A comprehensive overview of the entire financial aid process is provided. Types of financial aid such as subsidized and unsubsidized loans, student loans, grants, scholarships, and work study are reviewed

Completion of the FAFSA is discussed in-depth, including an explanation of TAP and what the SAR contains. Completion of the CSS PROFILE is also covered

A question and answer session completes the presentation Expected Outcomes:

Parents and students will have an understanding of all available types of financial aid and how to access them.

Assessment and Evaluation:

Counselors will observe a decrease in financial aid and CSS Profile questions after Financial Aid Night

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Eighth Grade Parent Orientation**

Objective: To educate parents of Grade 8 students about the high school curriculum for students in Grade 9 across all of the academic departments, and to familiarize them with graduation requirements



Target Population: Parents of Grade 8 Students

Provider: High School Curriculum Directors, Assistant Principals and Principal, Director of Counseling

Timeline: January

Program/Activity Description:

Parents of Grade 8 students are invited to an evening presentation to learn about academic offerings and requirements for students in Grade 9. The evening is included on the district calendar, and invitations are mailed to Grade 8 parents

The directors of each academic department presents information about their department in relation to what is required for Grade 9 students, and what electives are available

Academic levels from remediation to Regents and honors and AP are discussed, and requirements for entry reviewed

Parents are introduced to faculty resources and contacts at the high school if they have questions or concerns

All of the presentations are posted on the high school website for parents who were unable to attend

Expected Outcomes:

Parents will gain an informed understanding and overview of the academic program and elective offerings available to their children at the high school level. Parent involvement is encouraged fostering parent support for programs

Counselors will observe an increase in the percentage of parents and students attending this orientation. Parent contact with the guidance office will increase

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6

Program/Activity Name: **Junior Parent Night**

Objective: To provide parents with an introduction and broad overview of the college planning and research process



Target Population: Grade 11 Parents Provider: School Counseling Staff Timeline: February

Program/Activity Description:

Parents are invited to attend an evening presentation to kick off the college research and planning process. A short general welcome including some statistical information about North Shore college placement is presented to parents in the auditorium

Topics covered include what students and parents should be doing right now in preparation for college planning, what colleges are looking at when making an admission decision, importance of grades and rigor, resources for research such as Naviance and important websites, compiling a realistic list of potential colleges, types of admissions and deadlines, ACT, SAT, Subject Tests, college tours/ fairs/ visits, NCAA. Informational materials are distributed

Expected Outcomes:

Parents will understand the beginning steps in the college research process and will be better prepared to assist their children

Parents will schedule an individualized college advisement meeting with their child's counselor

Assessment and Evaluation:

Counselors will observe an increase in the percentage of parents attending this meeting. Parents contact with the guidance office will increase

Domain: Academic Development

Social / Emotional Development

College / Career Readiness

Aligned to ASCA Competencies: Learning Strategies Self-Management Skills

Social Skills Mindsets M1-M6