



**Putnam Valley Central School District  
K-12 Comprehensive School Counseling Program  
District Plan 2022-2024**

**School Counseling Department****Contact**

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## **Part 100 Regulations School Counselor programs for public schools**

Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12.

Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the commissioner's regulations.

For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (program) shall include the following activities or services:

- in grades kindergarten through 5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports;
- for students in grades 6 through 12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program; school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related

to career/college readiness, academic skills and social/emotional development by a certified school counselor(s); other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the commissioner's regulations from providing other direct student services within their applicable scope of practice; indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision.

Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional learning planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision.

Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative

stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).

The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the commissioner's regulations or where licensure is required under title VIII of the Education Law.

# **PUTNAM VALLEY CENTRAL SCHOOL DISTRICT COUNSELING DEPARTMENT FOUNDATION**

## **MISSION STATEMENT**

The mission of Putnam Valley Central School Counseling Department is to provide a comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and lifelong learners.

## **VISION STATEMENT**

The vision of Putnam Valley Central School Counseling Department is to support our school district's educational mission by providing a comprehensive school counseling program, which will support all students to reach their potential and to become the leaders of tomorrow.

## **CORE BELIEFS**

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.



## Workplace Readiness/Career Awareness

To provide a foundation for students to understand their interests, abilities and challenges that can impact future career choices and success.

- Expose students to various careers
- Acquire attitude, knowledge and skills to investigate the world of work
- Develop productive work habits in the classroom that apply to the workforce

### Action Steps:

- Organize college and career days
- Career-focused classroom lessons
- Survey students to garner interests
- Individual sessions
- Naviance
- Information available about career fields, pathways and jobs

## Parent Engagement

- Foster two-way communication between families and school to increase parent involvement
- Provide opportunities for parent feedback through various methods (surveys (DO), in-person, virtually)
- Provide opportunities for parent/guardian interaction through various methods (in-person, virtually)

### Action Steps:



- Counseling Website
- Parent Information Nights
- Back to School Night
- Send school information in home language
- Inform families about whom they should contact with questions/problems
- Survey families for type of communication
- New family welcome tours

## **Personal and Social Development**

To promote the personal/social development of students in a safe, inclusive learning environment; school counselors will provide individual and/or small group counseling, classroom guidance, prevention education and student-centered interventions that:

- Help students learn and grow in a safe learning environment
- Promote developmental interpersonal skills to build positive relationships with peers, adults and community around them
- Help students recognize their individual strengths and challenges

### **Action Steps:**

- Individual counseling
- Small group counseling
- In-class lessons
- Targeted support groups (i.e., banana splits, social skills, grief group)

**The Putnam Valley Central School Counseling Program will:**

- Be student-centered and based on specified goals and developmental student competencies.
- Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
- Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.

**The Putnam Valley School Counselors:**

- Will provide programs with the following staffing: Three full time school counselors in the high school, one full time school counselors in the middle school, and one full time school counselor in the elementary school.
- Will be full-time employees who hold state certification and have a Master's Degree in School Counseling.
- They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Will participate in professional development essential to maintaining a high-quality school counseling program.

## Role of the School Counselor

**School Counselor Curriculum:** The counseling curriculum consists of lessons to assist students in achieving desired competencies, and to provide all students with knowledge and skills appropriate for their developmental level.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group Activities:** School Counselors may also conduct large group activities to address students' particular needs.

**Individual Student Planning:** School counselors coordinate ongoing systemic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

**Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

**Systems Supports:** Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School counselors will participate in training, professional meetings, and conferences.
- **Consultation with teachers and staff:** School counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.

## Workplace Readiness/Career Awareness

To provide a foundation for students to understand their interests, abilities and challenges that can impact future career choices and success.

- Expose students to various careers
- Acquire attitude, knowledge and skills to investigate the world of work
- Develop productive work habits in the classroom that apply to the workforce

### Action Steps:

- Organize college and career days
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- Help students learn and grow in a safe learning environment
- Promote developmental interpersonal skills to build positive relationships with peers, adults and community around them
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### **Action Steps:**

- Individual counseling
- Small group counseling
- In-class lessons
- Targeted support groups (i.e., banana splits, social skills, grief group)

## **Program Goals**

### **5th Grade:**

As of the end of November, we will have a minimum of 80% participation in Lunch Bunch.

By the end of the school year, we will have presented a lesson on career development in the classroom setting.

### **6th Grade:**

By the end of the school year, we will have a minimum of 85% of students registered with Naviance. Students will have the opportunity to identify study hurdles and create academic smart goals.

By the end of the school year, we will have individually met with 90% of the 6th grade class as per the required annual review.

### **7th Grade:**

By the end of the school year, we will have a minimum of 85% of students complete the career interest inventory on Naviance in order to begin exploring different career options.

By the end of the school year, we will have met with 90% of the 7th grade class as per the required annual review.

### **8th Grade:**

By the end of the school year, we will have a minimum of 85% of students complete the transition to high school survey/four year high school plan and learning style inventory through Naviance.

By the end of the school year, we will have individually met with 90% of the 8th grade as per the required annual review.

### **9th Grade:**

As of the end of November, we will have a minimum of 80% participation in the Freshman Lunch Bunch.

By the end of the school year, we will have individually met with a minimum of 90% of the Freshman class as per the required annual review.

### **10th Grade:**

By the end of the school year, we will have a minimum of 85% of students complete the career interest inventory and explore the top three career clusters in Naviance.

By the end of the school year, we will have individually met with a minimum of 90% of the Sophomore class as per the required annual review.

**11th Grade:**

As of the end of April, we will have individually met with a minimum of 90% of our 11th grade students to discuss post secondary plans.

By the end of the school year, we will have individually met with 90% of the Junior class as per the required annual review.

**12th Grade:**

By July 1st, we will have tracked 100% of the post secondary plans, diploma types and graduation status of our Senior class.

By the end of the school year, we will have individually met with 90% of the Senior class as per the required annual review.

## Program Calendar for grades 5-12

### September

<b>Schedule Changes</b>	<b>5th-12th</b>
<b>New Student Registration</b>	<b>5th-12th</b>
<b>Financial Aid Night</b>	<b>9th-12th</b>
<b>Lunch Bunch</b>	<b>5th &amp; 9th</b>
<b>College Application Process Presentation</b>	<b>12th</b>
<b>Processing Applications to Colleges</b>	<b>12th</b>
<b>Reviewing Graduation Plans</b>	<b>12th</b>
<b>Meet with admissions counselors from various colleges</b>	<b>11th-12th</b>
<b>Back to School Night</b>	<b>5th-12th</b>
<b>Individual Senior College Meetings</b>	<b>12th</b>

### October

<b>Lunch Bunch</b>	<b>9th</b>
<b>Sending Applications to Colleges</b>	<b>12th</b>
<b>Submit PSAT accommodations</b>	<b>9th-11th</b>
<b>College Fair</b>	<b>9th-12th</b>
<b>Write letter of recommendations</b>	<b>12th</b>
<b>Meet with admissions counselors from various colleges</b>	<b>11th-12th</b>
<b>Individual student meetings</b>	<b>9th-12th</b>
<b>Develop plans for student intervention</b>	<b>9th-12th</b>



<b>Processing College Applications</b>	<b>12th</b>
<b>Individual Senior College Meetings</b>	<b>12th</b>

**November**

<b>Write letters of recommendation</b>	<b>12th</b>
<b>Meet with admissions counselors from various colleges</b>	<b>11th-12th</b>
<b>Individual senior college meetings</b>	<b>12th</b>
<b>Processing college applications</b>	<b>12th</b>
<b>Junior post-secondary planning meeting</b>	<b>11th</b>
<b>Finalize January Regents list</b>	<b>9th-12th</b>
<b>Review first quarter grades</b>	<b>5th - 12th</b>

**December**

<b>Processing College Applications</b>	<b>12th</b>
<b>Junior post-secondary planning meeting</b>	<b>11th</b>
<b>Attend 504 Meetings</b>	<b>5th-11th</b>
<b>Individual Senior College Meetings</b>	<b>12th</b>
<b>Review PSAT results</b>	<b>10th-11th</b>

**January**

<b>Processing College Applications</b>	<b>12th</b>
<b>Junior post-secondary planning meeting</b>	<b>11th</b>
<b>Curriculum Day/Scheduling Presentation</b>	<b>9th-11th</b>
<b>Regents/Midterms</b>	<b>9th-12th</b>

<b>Course selection begins</b>	<b>9th-11th</b>
<b>BOCES Tech Center Presentation</b>	<b>10th</b>
<b>Junior Parent Meetings</b>	<b>11th</b>
<b>Attend 504 Meetings</b>	<b>9th-11th</b>
<b>Individual Annual Reviews</b>	<b>6th-11th</b>

**February**

<b>Individual Annual Reviews</b>	<b>6th-11th</b>
<b>BOCES Tech Tour</b>	<b>10th</b>
<b>Junior Parent Meetings</b>	<b>11th</b>
<b>Attend CSE Meetings</b>	<b>5th-12th</b>
<b>Course selection continues</b>	<b>9th-11th</b>

**March**

<b>Attend CSE Meetings</b>	<b>5th-12th</b>
<b>Junior Parent Meetings</b>	<b>11th</b>
<b>Course selection continues</b>	<b>9th-11th</b>
<b>Individual Annual Reviews</b>	<b>9th-11th</b>

**April**

<b>Attend CSE Meetings</b>	<b>4th-12th</b>
<b>Junior Parent Meetings</b>	<b>11th</b>
<b>Annual reviews &amp; course selection continues</b>	<b>4th-11th</b>
<b>College Fair</b>	<b>9th-12th</b>

**May**

<b>Attend CSE Meetings</b>	<b>4th-12th</b>
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**June**

<b>Attend CSE Meetings</b>	<b>4th-12th</b>
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**Ongoing Responsibilities**

<b>RTI meetings</b>
<b>Student of Concern Meetings/3-week monitoring meetings</b>
<b>Transcripts</b>
<b>Scholarships</b>
<b>504 Meetings</b>
<b>CSE Meetings</b>
<b>Crisis Response</b>
<b>Maintain Guidance Website</b>
<b>Referrals to Counseling and Outside Agencies</b>
<b>Referrals to BOCES</b>
<b>Liaison for Out of District Placement</b>
<b>Guidance &amp; Administration Meetings</b>
<b>Individual Meetings to address academic, emotional and/or social concerns</b>
<b>Management of Progress Reports/Report Cards</b>
<b>Develop plans for student intervention</b>
<b>Collaborate with teachers &amp; administrators about student concerns</b>

<b>Parent meetings</b>
<b>College Campus Visits</b>

Middle School Counseling Objectives/Programs

Grades 5 – 8

Fifth Grade

Fifth grade is a time of transition. Many of the guidance activities and programs are designed to help students' and parents' adjustment to middle school.

- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Meet with students throughout the year to discuss academic concerns. Develop a plan of intervention as needed.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affect their educational progress.
- Facilitate a successful transition of students from the Elementary School to the Middle School.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational goals.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.

Student Tour:

In June, the fourth grade will visit the fifth grade for two periods of the middle school day. During these periods, fourth grade classes will join fifth grade classes to participate in an academic instructional period. They will also receive a tour of the school.

Summer Orientation:

Parents and students are invited to the middle school before school officially begins to meet the principal, teachers, guidance counselor and other support staff. During this time students will be introduced to their teachers and brought to their perspective classroom. At the same time parents will have the opportunity to speak with administrators to address their questions and concerns.

5<sup>th</sup> grade Lunch Bunch/Meet & Greet:

Beginning in October the guidance counselor will meet with all 5<sup>th</sup> graders in small groups to “check in”. Students will get an opportunity to meet the counselor and visit the office. The counselor will explain their role in the middle school followed by the students’ reactions to their new school.

### Sixth Grade

Sixth grade is an exciting time as students begin their journey to secondary education. Students will continue to be exposed to the middle school experience.

- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Meet with students throughout the year to discuss academic concerns. Develop a plan of intervention as needed.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affects their educational progress.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational goals.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.

## Seventh Grade

During the 7<sup>th</sup> grade years students begin to mature and develop and begin to think more abstractly. The world around them begins to become more evident and their place in society starts to take shape. Most students will begin a foreign language in 7<sup>th</sup> Grade.

- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Meet with students throughout the year to discuss academic concerns. Develop a plan of intervention as needed.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affects their educational progress.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational goals.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.
- Maintain a climate of mutual respect for all by organizing and participating in various programs.
- Develop individual plans with academic strategies, as needed.
- Collaborate with teachers, the student, and parents on supporting academic success.
- Assist with academic issues through response to intervention strategies, parent/teacher meetings, and monitoring student progress.
- Collaborate with students, teachers, parents and administration on problem solving.
- Provide families with community resources and referrals.

## Eighth Grade

The 8<sup>th</sup> grade year is where students begin to actively plan and prepare for transition to high school. As they grow socially and emotionally, they become more independent thinkers and emerge into young adulthood contemplating their future.

- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Meet with students throughout the year to discuss academic concerns. Develop a plan of intervention as needed.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affects their educational progress.
- Attention is focused on facilitating a successful transition of students to high school.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational goals.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.
- Maintain a climate of mutual respect for all by organizing and participating in various programs.
- Develop individual plans with academic strategies, as needed.
- Collaborate with teachers, the student, and parents on supporting academic success.
- Assist with academic issues through response to intervention strategies, parent/teacher meetings, and monitoring student progress.
- Collaborate with students, teachers, parents and administration on problem solving.
- Provide families with community resources and referrals.

- Manage and coordinate all correspondence and transition information from middle school to high school.

### 8<sup>th</sup> Grade Transition Objectives

- Middle School and High School Counseling Departments work collaboratively to ensure a smooth transition from 8<sup>th</sup> to 9<sup>th</sup> grade.
- High School and Middle School Counselors work in partnership with 8<sup>th</sup> grade teachers prior to freshman year.
- High School and Middle School Counselors host 8<sup>th</sup> grade student community meeting to discuss high school programs and course selection.
- High School Guidance Counselors attend and participate in 8<sup>th</sup> grade CSE and 504 meetings.

### High School Counseling Objectives/Programs Grades 9 – 12

#### Freshman Year Objectives

- Assist 9<sup>th</sup> grade students transition to high school.
- Begin setting educational goals by developing a long-term graduation plan with each student.
- Address social/emotional needs that affect our students' educational progress.
- Set tentative post-secondary plans.

#### Freshman Program (Transition Year)

- Attend community meeting on the first day of school to orient students to the high school.
- Host 9<sup>th</sup> grade freshman lunch bunch program, designed to meet with all 9<sup>th</sup> graders to introduce them to counseling services.



- Meet with students throughout the year to discuss academic concerns. Develop a plan of intervention as needed.
- Meet with all 9<sup>th</sup> grade students individually to discuss course selection, graduation requirements, post-secondary plans, and career options.
- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Host a financial aid seminar that provides parents and students an overview of the financial aid process and procedures.
- Host a college admissions workshop that provides parents and students the opportunity to hear from a college admissions counselor about the ins and outs of the process.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affects their educational progress.
- At the end of the year, students who have failed a course or a state exam are contacted to discuss options. (i.e. summer school, regents retakes, change in schedule)

#### 10<sup>th</sup> Grade Objectives:

- To assist students throughout the year in career exploration.
- Refine post-secondary plans.
- Address social/emotional needs that affect our students' educational progress.
- Continue to set education goals based on student needs and performance.
- Introduce various career and educational opportunities through the Naviance program.

#### 10<sup>th</sup> Grade Program (Self-Discovery and Exploration):

- Host a tech center presentation. Collaborate with guidance counselors from BOCES to introduce opportunities available at the tech center to the entire 10<sup>th</sup> grade class.
- Take interested students to the tech center for a tour of the various programs and opportunities available to our students.
- Manage and submit tech applications for students.
- Introduce Naviance and provide students with an opportunity to complete a career interest and abilities inventory.
- Classroom presentation to discuss graduation requirements and course selection.
- Meet with all students, individually, to review their progress, graduation status, and course selection.
- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
  - Discuss IB options with students.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Host a financial aid seminar that provide parents and students an overview of the financial aid process and procedure.
- Host a college admissions workshop that provides parents and students the opportunity to hear from a college admissions counselor about the ins and outs of the process.
  - Organize a trip to the college/career conference at BOCES. All juniors are encouraged to attend.
- Meet with students as needed throughout the year to discuss any concerns about their social/emotional well being that affects their educational progress.
- At the end of the year, students who have failed a course or a state exam are contacted to discuss options. (i.e. summer school, regents retakes, change in schedule)

11<sup>th</sup> Grade Objectives:

- Refine post-secondary plans with each individual student.
- Address social/emotional needs that affect our students' educational progress.
- Collaborate with parents to discuss post-secondary plans.
- Provide opportunities to explore careers, colleges, and other post-secondary options.
- Continue to set educational goals based on student needs and performance.

#### 11<sup>th</sup> Grade Program (Planning and Preparation):

- Host a financial aid seminar that provides parents and students an overview of the financial aid process and procedures.
- Meet with all juniors individually to discuss post-secondary plans and options.
- Invite all parents/guardians of 11<sup>th</sup> graders to meet with their child's guidance counselor to review credits, graduation status, post-secondary plans, and program for the following year.
- Classroom presentation to provide an overview of the college admission process and available opportunities for their senior year.
- Host a college admissions workshop that provides parents and students the opportunity to hear from a college admissions counselor about the ins and outs of the process.
- Meet with all students, individually, to review their progress, graduation status, and course selection.
- Attend and participate in CSE and 504 meetings to discuss the program needs of students.
- Meet with all special education students individually to discuss and prepare transition plan.

- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
  - Organize a trip to the college/career conference at BOCES. All juniors are encouraged to attend.
- Address social/emotional needs that affect our students' educational progress.
- At the end of the year, students who have failed a course or a state exam are contacted to discuss options. (i.e. summer school, regents retakes, change in schedule)

#### 12<sup>th</sup> Grade Objectives:

- Assist students in transitioning to the next chapter of their lives.
- Intervene and advocate on behalf of students who are at-risk of not graduating.
- Assist students throughout the college application process.

#### 12<sup>th</sup> Grade Program (Graduation/Post-Secondary Planning):

- Classroom presentation to instruct students on the college application process.
- Individual meetings on a regular basis throughout the fall semester to plan, process, and complete college applications.
- Manage all application supplemental materials.
- Most four-year college-bound seniors require guidance counselor recommendations. On average, each counselor writes approximately 30 unique letters of recommendation each year.
- Inform and encourage students to attend the fall college fair and individual college visits to PVHS.
- Outreach to college admissions counselors to advocate for our students.
- Meet with college representatives to forge collegial relationships so that we can best assist our students.

- Host a financial aid seminar that provides parents and students an overview of the financial aid process and procedures.
- Address social/emotional needs that affect our students' educational progress.
- Meetings throughout the year with students that are at-risk for not graduating to formulate an appropriate intervention.
- Collaborate with teachers and administration to discuss student concerns and plan for interventions.
- Assist students in making contact with military recruiters.
- Maintain a list of scholarship opportunities which we promote and encourage our students to apply for.
- Assist in the organization and participate in the senior awards night.
- Participate in the graduation ceremony.