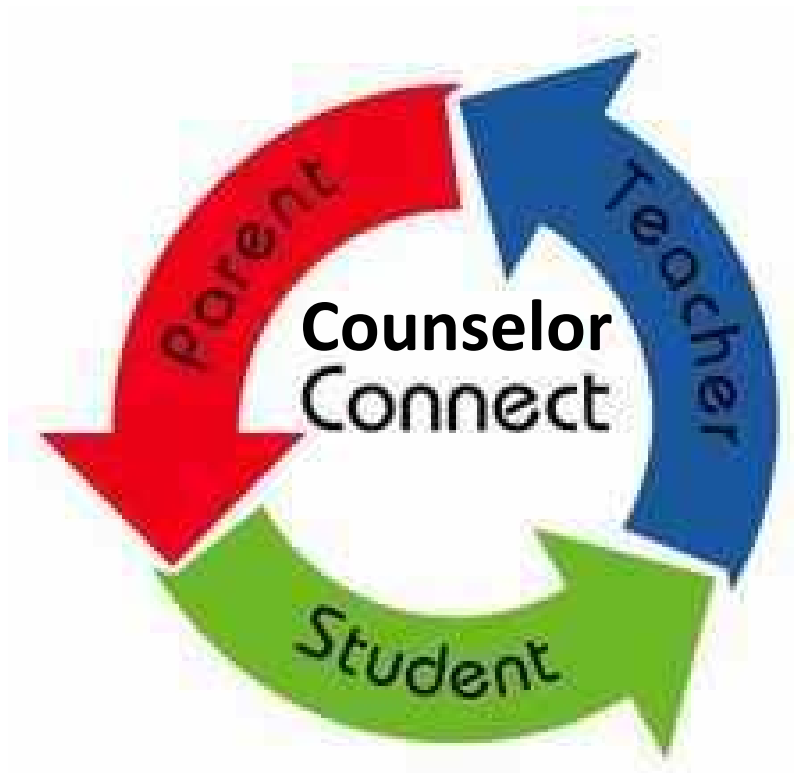


WYANDANCH UNION FREE SCHOOL DISTRICT GUIDANCE PLAN



"We Believe: The Right Connection Leads To A Quality Education"

Wyandanch School District's Comprehensive K-12 School Counseling Programs

New York State PART 100

The Transformation of the School Counselor

New York State PART 100



Transformation of School Counseling



Why do school counseling programs need transformation?

As education changes and the state standards become greater, the demands on both, students and educators increase, our profession must transform itself to address those changes. The pages that follow will outline a cutting edge school counseling curriculum for the Wyandanch school-community.

In order to develop and implement a Comprehensive and Common-Core Standard-based counseling program which is proactive and designed to reach and assist every student in Wyandanch , a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaboration, and data analysis, counselors can focus on the goal of improving student achievement and creating changes needed to impact the system.

Wyandanch School Counselors will always use their counseling, consultation, and coordination skills. However, as counselors training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Wyandanch school setting.

As leaders and advocates, Wyandanch school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student. Keeping in mind “students first,” Wyandanch School Counselors ensure that every student benefits directly from the school counseling program.

<p><i>“The old practice” of the Wyandanch School Counselor</i></p>	<p><i>“The new practice” of the Wyandanch School Counselor</i></p>
<ul style="list-style-type: none"> * Counseling * Consultation * Coordination <p><i>Service-driven model</i></p> 	<ul style="list-style-type: none"> * Counseling * Coordination * Consultation * Advocacy * Teaming and Collaboration * Data-driven/Results-based * Use of Technology <p><i>Data-driven and Common- Core standards-based model</i></p> 

It is our hope that the Wyandanch School District's Comprehensive School Counseling Programs will help to improve the continuity of services with students every day. The Wyandanch School District's Counseling Department is dedicated to meeting the needs of the students in each of its four schools.

School Counseling at Wyandanch Leaves No Child Left Behind
Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional development and career development.

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of *No Child Left Behind* (2002) New York State school counselors apply their professional knowledge and skills to best serve every student so that **all** will achieve success in their academic achievement, their personal and social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *No Child Left Behind*.

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 counseling from a student-by student system to a comprehensive and developmental program providing academic, career and personal/social development for every K – 12 student.**

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. ***It is recommended that the school counselor ratio be 1:250 (maximum).*** It is also recommended that specialized school counselors, such as ***At-Risk counselors, have no more than an 8% ratio of the school building's population.*** Hence, school counselors can play significant roles in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

State Regulations Regarding Guidance

The state regulations reprinted below provide the overall structure for our guidance and pupil related services as well as the structure of this document. Guidance counselors, in varying degrees also base their programs on The National Standards for School Counseling Programs generated by the American School Counselor Association.

From NYSED Part 100.2 Regulations

(J) Guidance programs

a. Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that

advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

- d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

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Wyandanch Public Schools

District Guidance Plan

BOARD OF EDUCATION

Dr. Thomas Tolliver.....	President
Mrs. Shirley Baker.....	Vice President
Dr. Ronald Allen, Sr.....	Trustee
Mr. James Crawford.....	Trustee
Ms. Nancy Holliday.....	Trustee
Mr. Charlie B. Reed.....	Trustee
Mrs. Yvonne Robinson.....	Trustee

CENTRAL ADMINISTRATION

<i>Dr. Mary Jones</i>	Superintendent of Schools
<i>Mrs. Gina Talbert</i>	Assistant Superintendent for Curriculum & Instruction
<i>Mr. Kester Hodge</i>	Assistant Superintendent for Human Resources
<i>Mr. Robert Howard</i>	Assistant Superintendent for Business

DISTRICT WIDE DIRECTORS

Mr. Steve Berger.....Director of Mathematics/Support Operations
Mrs. Margaret Guarneri.....Director of English Language Arts/Second Language
Mrs. Dolores Jenkins.....Director of Central Registration
Ms. Janice Patterson.....Director of Special Education
Mr. Wayne Hayes.....Director of Security/Safety

GUIDANCE STAFF

Middle School Counselor.....Ms. Monique DeMory
High School Counselors.....Ms. Jamie Ward
Mr. Dexter Ward
Dr. Patricia Rickenbacker

GUIDANCE SUPPORT STAFF

...
Middle School.....Mrs. Jessica Perez-DeJesus
High School.....Ms. Sharon Baker
Mrs. Maria Roberson

Dear Family:

Guidance and counseling is a vital part of each school's educational program through which all students are offered the maximum opportunity for development. It is student-centered by design and includes selected activities organized and implemented by certified school counselors with the support of administrators, related service providers, teachers, parents, and students.

Let's take a minute to meditate upon the old African proverb, *"It takes a village to raise a child."* The responsibility of the counselor is to deposit seeds of knowledge that may grow into a successful product, lies within each of us. As we create a partnership to educate the students in The Wyandanch Union Free School District, the School Counselors become key members of the village. This being true, the comments of a School Counselor can be extremely crippling or on the other hand, astonishingly empowering. Words are powerful, and they have the ability to uplift or destroy one's self-esteem, one's vision, one's hope and one's life.

The goal of the Guidance Department is "to provide outstanding mentorship through socio-emotional, academic and vocational support; as we empower youth to be competitive and independent in today's multicultural society." This goal solidifies our collaborative efforts as outlined in the attached. Our primary intention is to see that each learner is provided the tools and support that he or she needs to succeed in school and in life thereafter.

Your children's School Counselor is your partner in navigating his or her way through the school system and stepping into life thereafter. Reach out to them and stay connected!

Counselors connected,

WUFSD Guidance Staff



"ACADEMIC SUCCESS THROUGH PERSONAL GROWTH"
Wyandanch UFSD Guidance Counselor Motto



Mission Statement

The Mission of the Wyandanch Union Free School is to empower each student with courage, skills and knowledge necessary to become a creative thinker and lifelong learner committed to pursuing his/her goals and contributing to the technologically advancing global community, through a rigorous, diverse, student-centered curriculum in a safe, aesthetic environment facilitated by a caring, dedicated staff in collaboration with parents and community. The primary objective of public education involves three tasks: first, to develop in each student proficient communication skills; second, to acquaint the student with those facts, ideologies and techniques upon which modern cultures have been built; and third, to foster in each student the desire to arrive at independent conclusions after an open-minded consideration of all available information. Our schools have an equal responsibility with the home, church, and community to reinforce those moral, spiritual, and patriotic values upon which our own culture has been built. We will provide programs that emphasize the lifelong skills necessary to continue learning, communicate clearly, solve problems, use information and technology effectively, and enjoy productive employment. Wyandanch Schools will prepare students of all ages to meet at the best of their abilities, the academic, social, civic, and employment needs of the 21st century.



DISTRICT GUIDANCE MISSION

The Wyandanch Guidance Program supports the district's vision and mission. Our focus is on providing activities, interventions, career explorations and services which assist all scholars in achieving their maximum personal development, both as learners and as human beings. We, as School Counselors are dedicated to achieving academic excellence for all scholars.

Through home and school connections, and partnerships with community-based organizations, our scholars are availed the opportunity to engage in a multitude of educational experiences that set clear expectations for college and career goals.

Data guides instructional decision-making, and support a rigorous curriculum that will empower our scholars in their journey to lead purposeful lives, thus producing successful contributions to society.

The essential role of the School Counselor is to implement a developmental guidance program that will help all scholars acquire skills in educational, social and vocational areas necessary for living in a multicultural society. The ideal for which we strive is to provide optimum opportunity for all scholars to exercise their inherent right as individuals in a global community. School Counselors act as scholar advocates and work closely with other educators, parents and community members who are necessary to assist scholars in leading productive and fulfilling lives.

Ms. Jamie Ward, WMHS School Counselor

Mr. Dexter Ward, WMHS School Counselor

Dr. Patricia Rickenbacker, WMHS School Counselor

Ms. Monique DeMory, MLO School Counselor

Ms. Nancy A. Williams, Retired School Counselor on Special Assignment

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development.

Following are the nine national standards adopted by New York State.

Academic Development

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival skills.

DISTRICT GUIDANCE PLAN

Program Objectives

Grades K -5 Elementary

1. Prepare all students to participate effectively in their current educational program.
2. Prepare all students to participate effectively in their future educational program.
3. Provide help for students who exhibit attendance problems.
4. Provide help for students who exhibit behavioral/adjustment problems.
5. Provide help for students who exhibit academic problems
6. Encourage parental involvement in the guidance process.
7. Educate students concerning the avoidance of child sexual abuse.
8. Help students explore various careers.

Grades 6-8, 9-12 Secondary

1. Annual guidance review of each student's educational progress and career plans with a specific focus on any special needs.
2. Multiple pathways to graduation
3. Encourage parental involvement, particularly in student course and career planning, as well as transitional planning for the special education students.
4. Advisory assistance to enable students to benefit from the curriculum.
5. Individual or group counseling assistance to enable students to benefit from the curriculum.
6. Advisory assistance for students who exhibit attendance problems.
7. Individual or group counseling assistance for students who exhibit attendance problems.
8. Advisory assistance for students who exhibit behavioral/adjustment problems.
9. Individual or group counseling to help students develop and implement post-secondary education, career, and transition plans.
10. Advisory assistance for students who exhibit academic problems.
11. Individual or group counseling for students who exhibit academic problems.
12. Instruction at grade 6 and 7 to help students explore various careers and the career planning process.
13. Instruction at grade 8 to help students explore various careers and the career planning process.
14. Instruction at grades 9 and 10 to help students explore various careers and the career planning process.
15. Instruction at grades 11 and 12 to help students explore various careers and the career planning process.

- A. **Program Objective:** To prepare all students to participate effectively in their current and future educational program.
- B. **Target Population:** Grades K-5
- C. **Expected Outcome(s):**
1. Students will maintain an observable interest and effort in their schoolwork.
 2. Students will maintain achievement levels appropriate to their ability and maturity.
 3. Students will be instructed on the relationship between current schoolwork and future educational and career planning.
 4. Students will be given appropriate feedback about their social behavior.
 5. Students will be encouraged to develop self-awareness.
 6. Students will become informed of academic and behavioral expectations as they progress to the next grade.
- D. **Annual Assessment:**
- Student achievement will be measured by criterion and norm referenced tests. Report cards will document achievement each quarter.
 - Student motivation, effort, and classroom performance will be noted by the classroom teacher as documented on reports cards each quarter.
 - Teacher observations of student's personal, academic and social growth.
 - Parental observation and feedback.
 - Faculty and administrators will assess the articulation of students as they progress to the next grade through observation and review of grades, incidents, school openings, etc.
 - Post graduate statistics will be maintained and reviewed by faculty and administrators.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Instruction regarding appropriate classroom behavior, individual's responsibility at each grade level and academic expectations.	All K – 5 students	Classroom Teacher, Support Staff	Pupil Personnel Staff, Principal, Assistant Principal	June, September On-going
2. Kindergarten Screening	Incoming Kindergarten students	Classroom Teacher, Psychologist, Nurse, Attendance Clerk	Assistant Principal, Special Education Coordinator	Varies
3. Common Core ELA /Mathematics (SEE LINK BELOW)	Grades 3-8	Classroom Teachers	Principal, Assistant Principal, Support Staff	Spring
4. Science Assessments (SEE LINK BELOW)	Grades 4 & 8	Classroom Teacher, Support Staff	Principal, Assistant Principal, Support Staff	Spring
5. NYSESLAT (SEE LINK BELOW)	Grades K-12	ESL Staff	Principal, Assistant Principal, Support Staff	Spring (April – May)
6.NYSAA (SEE LINK BELOW)	SPED Grades 3-12	Assigned Staff	Principal, Assistant Principal, Support Staff	Fall - Winter
7. Parent-Teacher and Pupil-Teacher Conferences regarding achievement, effort and classroom behavior.	All K – 5 students	Classroom Teacher, Support Staff	Pupil Personnel Staff, Principal Assistant Principal Parent	On-going
8. Awards Assessment	All K – 5 students	Principal Classroom Teachers	Pupil Personnel Staff, Assistant Principal	On-going
9. Career Fair	All K – 5 students	Classroom Teachers Administrators	Community Residents, Outside Speaker, College Campus, District Office Personnel	Varies
10..Behavior and Academic Modification Program	All K – 5 students	Classroom Teacher	Administrators	On-going

- [Grades 3-8 ELA/Mathematics](#)
- [Grades 4 and 8 Science](#)
- [NYSAA](#)
- [NYSESLAT](#)

A. Program Objective: To help all students who exhibit academic problems.

B. Target Population: Grades K–5

C. Expected Outcome(s):

1. Students will improve classroom work and homework.
2. Student report card grades will improve.

D. Annual Assessment:

Improvement of students' classroom work and homework will be assessed by reviewing progress reports, report cards and exams, quizzes and work sent home for parental review.

Improvement of student report card grades will be reviewed on quarterly report card.

Customized academic intervention will be offered and evaluated to students with demonstrated needs for remediation in Reading and Math.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Pupil Support Services Team (PSST!) Referral-assignment to remedial programs RTI options	Any K-5 student experiencing major difficulties in the classroom environment and/or state mandated exam(s)	Administrator, Psychologist, Classroom Teacher, Special Area Learning Specialists	Resource Room Teacher, CSE	As needed
2. Parent/Teacher Conference(s)	All K-5 students identified as failing or underachieving in the classroom	Classroom Teachers	School building administrators, Special Area Learning Specialists, Psychologist, AIS, PSST!, CSE	On-going
3. Pupil/Teacher Conferences	Any K-5 student	Classroom Teacher	Principal, PSST!	On-going
4. Referral to CSE for Evaluation	Individual basis	Classroom Teacher, PSST!, RTI, Psychologist	Principal, CSE	As needed

A. Program Objective: To help all students who exhibit attendance problems.

B. Target Population: Grades K–5

C. Expected Outcome(s):

1. Students will begin to attend regularly as a result of attendance intervention services.
2. Parents will be informed of their role of ensuring regular attendance for their child and the possible consequences.

D. Annual Assessment:

Improved student attendance will be assessed by monthly and year-end attendance and tardiness reports.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Attendance Clerk Reporting	All K – 5 students	Classroom Teachers	Attendance Personnel	Daily
2. Attendance program - phone calls to parents	All absentee students	Attendance Personnel	Classroom Teacher, Principal, District Attendance Personnel	Daily
3. Written Communication to parent/guardian regarding excessive absences	Students with excessive absences	Principal, District Director of Registration & Attendance, Attendance Aide	Principal, District Attendance Personnel	Monthly
4. Parent conferences relating to legal responsibilities	All students with excessive absences	Principal, Director of Registration & Attendance	Principal, Pupil Personnel Staff, District Director of Registration & Attendance, Attendance Aide	On-going
5. Awards Assembly	Students with excellent attendance and improvement	Teachers, Attendance Aide, Principal/ Administrators	District Director of Registration & Attendance	Monthly

- A. **Program Objective:** To help all students who exhibit behavioral or adjustment problems.
- B. **Target Population:** All grades K–5
- C. **Expected Outcome(s):**
1. Demonstrate improved student behavior.
 2. Demonstrate improved student adjustment to school.
 3. Development of classroom friendships.
 4. Educators will address behavioral difficulties in a constructive manner.
 5. Educators will become partners with parents to improve student behavior.
- D. **Annual Assessment:**
- Improvement of student behavior will be assessed by the reduction of reported disciplinary problems, decrease in suspensions and decrease in referrals to Administration, by individual students and groups as a whole.
 - Improved student adjustment to school will be noted by the classroom teacher and school staff.
 - Development of classroom friendships will be noted by the classroom teacher.

E. **Program Description:**

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Provide a positive school and classroom environment with clear expectations for school and classroom behavior.	All K-5 students	Classroom Teacher	Dean, Principal, Assistant Principal, Aides, Pupil Personnel Staff	On-going
2. Classroom instruction Regarding appropriate school behavior	All K-5 students	Classroom Teacher	Principal, Aides, Pupil Personnel Staff	On-going
3. Teacher/pupil conferences	Any K-5 students exhibiting behavioral or adjustment problems	Classroom Teacher	Pupil Personnel Staff, Principal	On-going
4. Teacher/Parent/Principal conference	All K-5 students exhibiting behavioral or adjustment problems	Classroom Teacher	Principal, Psychologist, Parent(s)	On-going
5. PSST Referrals	All K-5 students exhibiting behavioral or adjustment problems	Classroom Teacher, Principal, Assistant Principal, Psychologist	Social Worker, Resource Room Teacher	As needed
6. Referral to outside agencies	All K-5 students exhibiting behavioral or adjustment problems	Classroom Teacher	Principal, Assistant Principal, Psychologist, Nurse, Special Education Coordinator	On-going

A. **Program Objective:** To educate all students concerning avoidance of child sexual abuse.

B. **Target Population:** Grades K–5

C. **Expected Outcome(s):**

Students will be able:

- to recognize potentially dangerous situations,
- to identify their feeling when their personal safety is threatened,
- to identify someone in whom they can safely confide their feelings
- to express themselves in appropriate terms, and
- to be aware of sexual abuse as a criminal offense.

D. **Annual Assessment:**

Expected outcome will be assessed by classroom teacher's observation of student responses and behavior in various locations.

E. **Program Description:**

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
Classroom instruction regarding personal safety	All K-5 students	Classroom Teachers, Physical Education Teacher, Health Instructors	Nurse, AV materials, appropriate annual material assessed	On-going

NOTE: If the teacher discovers or suspects a child that is being victimized, she/he will follow the steps outlined in the WUFSD Crisis Plan.



A. **Program Objective:** To introduce various careers to the students that they may begin to form and continue to develop vocational aspirations.

B. **Target Population:** Grades K -5

C. **Expected Outcome(s):**

1. Students will use the information received to make vocational aspirations.
2. Students will become more aware of the world of work by observing their environment: home, school, family gatherings, and the like.
3. Students will begin to see a connection between careers and school.

D. **Annual Assessment:**

Students will be able to verbalize, draw and/or write about their aspirations.

Students will continue to define their goals and aspirations as they proceed from one grade to the next.

E. **Program Description:**

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Instruction regarding various jobs and careers.	All K-5 students	Classroom Teachers, Support Staff, Administrators	Parents, Community Residents, Outside Speakers, Colleges, Hospitals, District Office Personnel, Outside Agencies, CBOx, District Partners	On-going
2. Learning activities connecting school to the world of work	All K-5 students	Classroom Teachers, Support Staff, Administrators	Parents, Community Residents, Outside Speakers, Colleges, Hospitals, District Office Personnel, Outside Agencies, CBO, District Partners	On-going



- A. Program Objective:** To encourage parental involvement.
- B. Target Population:** Grades K-5
- C. Expected Outcome(s):**
1. Create a parent-friendly environment that will enhance parents' understanding of school services and programs which provide for the well being and personal development of their children.
 2. Parental awareness and support of educational programs and goals established for their children.
 3. An increased number of positive parent contact.
 4. Parent volunteers will be encouraged to assist in the classroom and on field trips upon scheduling.
 5. Parents will be notified of "Back-To-School Night" and other planned activities regarding the curriculum.
 6. Parents will be afforded opportunities to participate on school advisory committees.
 7. Parents will partner with teachers and administrators in addressing student difficulties in school.
- D. Annual Assessment:**
- Parental awareness of educational services, programs and goals will be assessed by parental feedback.
 - Parent contact will be assessed by teacher and administrative observation.
 - Number of parent volunteers will remain unchanged or increase from the previous year.
 - Parent attendance to school activities will remain unchanged or increase from the previous year.
 - Parent participation on these committees will remain unchanged or increase from year to year.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Parent/teacher conferences	All parents, Day Care, Head Start programs, Pre-K, Community Kindergarten age students	Classroom teachers	Principal, Pupil Personnel Staff	November/March On-going
2. Kindergarten Open House and "Back-to-School Night"	All parents grades K-5	Faculty	Principal, Assistant Principal, Nurse, Pupil Personnel Team	June, September
3. Parent workshops highlighting various areas of the curriculum	All parents grades K-5	Classroom teachers, Teacher Aides/Assistants	Principal, Nurse, Pupil Personnel Team	On-going
4. School/Home Communications, Report Cards, Newsletter, informal communications	All parents grades K – 5 students	Faculty, Principal	Nurse, Pupil Personnel Staff	On-going
5. Parent Organizations	Parents by interest area	Principal, Faculty	Administration, PPS staff	As needed – at least quarterly

Grades 6-8 & 9-12



- A. Program Objective:** Annual review of each student's education progress and career plans.
- B. Target Population:** Grades 6-8
- C.**
- D. Expected Outcome(s):**
1. Students will gain an understanding of their present academic status, and the educational requirements for graduation.
 2. Students will explore and discuss their abilities and interests regarding post-secondary options and career goals.
 3. Students will develop a program of study for grades 6-8.
 4. Student will be provided with counselor summary of their education progress and career plans from the annual review.
- E. Annual Assessment:**
- Review of academic progress and career interest inventory to verify that they contain current information for next step(s) for student's future goals.
 - Counselor notation indicating completion of student planning process.
 - Student feedback and self-evaluation concerning their educational and career planning progress.
 - Student Academic Improvement Plan
 - Parent/Guardian feedback regarding their child's educational and career planning progress.



<http://www.p12.nysed.gov/part100/pages/require.pdf>

ELEMENTARY AND INTERMEDIATE LEVEL GENERAL EDUCATION REQUIREMENTS

ELEMENTARY LEVEL (PreK-K) (Section 100.3 of NYCRR)

Each school shall provide an educational program based on and adapted to the needs, ages, and interests of the students that includes:

Learning activities:

- development of communication skills and exposure to literature;
- dramatic play, creative art and music activities;
- participation in group projects, discussion, and games;
- science and mathematical experiences; and
- large-muscle activities in prekindergarten and instruction in physical education and health education in kindergarten.

Elements of early literacy programs:

- use of reading to obtain meaning from print;
- frequent and intensive opportunities to read for learning and for pleasure;
- activities that teach regular spelling-sound relationships;
- learning about the nature of the alphabet writing system; and
- understanding the structure of spoken words.

Note:

Schools shall develop procedures to actively involve each child's parents or guardians in the educational program.

§ 100.3

ELEMENTARY LEVEL (1-6) (Section 100.3 of NYCRR)

Instruction:

Schools shall provide instruction designed to enable students to attain the State learning standards in:

- mathematics, science, and technology;
- English language arts, including reading, writing, listening, and speaking for purposes of information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, with attention given to comprehension, vocabulary, word study, spelling, grammar, usage, and punctuation;
- social studies, including geography and United States history;
- languages other than English;*;
- the arts, including visual arts, music, dance, and theatre;
- career development and occupational studies; and
- health education, physical education, and family and consumer sciences.

Where student need is established, instruction in bilingual education or English as a second language shall be provided.

Assessments:

Elementary-level assessments aligned to the State learning standards are administered in grade 4 in English language arts, mathematics, and science; and in grade 5 in social studies (beginning November 2007).

Note:

There are no required time allocations for the various subjects in PreK-6, except for physical education (see Section 135.4(c) of the Commissioner's Regulations).

* Students who complete Checkpoint A and 2 units of study in a language other than English no later than the end of grade 8 must pass the second language proficiency exam in order to earn 1 unit of credit toward the high school diploma (Section 100.2(d) of NYCRR).

§ 100.3

INTERMEDIATE LEVEL (Grades 7-8) (Section 100.4 of NYCRR)

Units of Study:

Schools shall provide all students with instruction to enable them to achieve the State intermediate-level learning standards by the end of grade 8 through:

- English Language Arts 2 units of study
- Social Studies 2 units of study
- Science 2 units of study
- Mathematics 2 units of study
- Technology Education 1 unit of study
- Home and Career Skills 3/4 unit of study
- Health Education 1/2 unit of study
- The Arts 1/2 unit of study in visual arts; 1/2 unit of study in music
- Equivalent of 1 period per week
- Library and Information Skills At least 1 unit of study by the end of grade 8
- Languages Other Than English* 3 periods for 1 semester and 2 periods for the other semester per year
- Physical Education

Assessments:

Intermediate-level assessments aligned to the State learning standards are administered in grade 8 in English language arts, mathematics, science, and social studies.

§ 100.4

Note:

(1) The unit of study requirement (180 minutes per week) for one or more subjects may be reduced for students in need of academic intervention services, but in a manner that does not prevent them from attaining the State learning standards in any area required for graduation or from meeting local standards for promotion.

(2) Qualified students in grade 8 shall have the opportunity to take high school courses and receive diploma credit (Section 100.4(c) of NYCRR). Schools must offer grade 8 acceleration in at least two subjects, one of which must be a mathematics course.

(3) Study in home and career skills, technology, and health education may begin in grade 6 if taught by a teacher certified in the area.

* Students who complete Checkpoint A and 2 units of study in a language other than English no later than the end of grade 8 must pass the second language proficiency exam in order to earn 1 unit of credit toward the high school diploma (Section 100.2(d) of NYCRR).

F. Program Objective: Annual review of each student's education progress and career plans.

G. Target Population: Grades 9-12

H. Expected Outcome(s):

5. Students will gain an understanding of their present academic status, and the educational requirements for graduation.
6. Students will explore and discuss their abilities and interests regarding post-secondary options and career goals.
7. Students will develop a program of study for grades 9-12.
8. Student will be provided with counselor summary of their education progress and career plans from the annual review.

I. Annual Assessment:

- Review of transcripts and career planning forms to verify that they contain current information for next step(s) for student's future goals.
- Counselor notation indicating completion of student planning process.
- Student feedback and self-evaluation concerning their educational and career planning progress.
- Parent/Guardian feedback regarding their child's educational and career planning progress.



Target grades (items 1 & 2) 4 – 8 (items 4 & 5) K-12

Activity	Target or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Common Core ELA /Mathematics (SEE LINK BELOW)	Grades 3-8	Classroom Teachers	Principal, Assistant Principal, Support Staff	Spring
2. Science Assessments (SEE LINK BELOW)	Grades 4 & 8	Classroom Teacher, Support Staff	Principal, Assistant Principal, Support Staff	Spring
3. NYSESLAT (SEE LINK BELOW)	Grades K-12	ESL Staff	Principal, Assistant Principal, Support Staff	Spring (April – May)
5.NYSAA (SEE LINK BELOW)	SPED Grades 3-12	Assigned Staff	Principal, Assistant Principal, Support Staff	Fall - Winter

- [Grades 3-8 ELA/Mathematics](#)
- [Grades 4 and 8 Science](#)
- [NYSAA](#)
- [NYSESLAT](#)



MULTIPLE PATHWAYS TO GRADUATION

TARGET GRADES: 9 - 12

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; and Science, Technology, Engineering and Mathematics (STEM) by allowing students to pass an approved pathway assessment to meet graduation requirements.

Under the new "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

The 4+1 pathway option is effective beginning with students who first entered grade 9 in September 2011 and thereafter, or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter.

Credit Requirements for Graduation

The 4+1 pathway option **does not change existing graduation course or credit requirements**. All New York students must earn a minimum of 22 high school credits in a course of study that includes English Language Arts, Math, Global History and Geography, US History and Government, Science, a Language other than English, the Arts, Physical Education and Health.

In addition, the regulations approved by the Board of Regents include a change to credit requirements in social studies. Students first entering grade 9 in September 2016 and thereafter will be required to earn two units of credit in global history and geography as part of the four units of social studies credit currently required of all students.

Pathways Assessments

In order to ensure that pathway assessments are of sufficient rigor, meet requirements for validity and reliability, and are available to all New York State students, the Department must review and approve assessments before they can be used as approved alternatives or pathway assessments. The Department currently has a number of approved alternative assessments to the Regents Exams in English, Mathematics, Science and Social Studies. A list of those assessments is currently available at:

<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>. The Commissioner approved 14 technical assessments recommended by the Regents Blue Ribbon Technical Assessment Commission which may be found at: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The Department is engaged in ongoing work to identify additional assessments in each pathway that will meet the criteria established in regulations.

Local Requirements

The pathway regulation does not limit the school district's authority to require students to take Regents Examinations following the completion of a course. This remains a local decision, and districts may still elect to administer Regents Exams upon completion of a course as a local requirement.

Regents Diploma with Advanced Designation

In March, the Board of Regents adopted, by emergency action, new regulations to align the pathways to earning a Regents diploma with the requirements for earning a Regents diploma with an advanced designation. Students wishing to utilize this option must continue to pass eight required assessments to earn the Regents diploma with advanced designation.

Students completing the assessment requirements utilizing a Humanities, CTE, Arts or Biliteracy pathway, in addition to passing the examinations necessary for a Regents diploma, must also pass 2 additional Regents examinations in mathematics for a total of 3 examinations (or the Department approved alternatives) and 1 additional Regents examination or Department approved alternative in science for a total of 2 examinations (1 must be a life science and 1 must be a physical science assessment).

If the student exercises the **STEM pathway utilizing Regents examinations in the sciences**, then the student must also pass one additional Regents examination in science or a department-approved alternative, for a total of three examinations, after different courses in science, provided that the total number of science examinations passed, include at least one in life science and at least one in physical science.

If a student exercises the **STEM pathway utilizing Regents examinations in mathematics**, then the student must also pass 2 additional examinations in mathematics for a total of 4 examinations. The mathematics assessments can be Regents examinations or mathematics assessments from the list of Department approved alternatives after different courses in mathematics.

The Stem pathway advanced diploma math and science assessment requirements are summarized below:

Exams in Math and Science	Regents Diploma	Regents Diploma with STEM Pathway	Regents Diploma with Advanced Designation	Regents Diploma with Advanced Designation following STEM Pathway
Math	1	1+1	3	3+1
Science	1	1+1	2	2+1

Next Steps

The Department will publish additional guidance over the coming months at this website <http://www.p12.nysed.gov/ciai/multiple-pathways/>. For additional information, please contact the Office of Curriculum at 518.474.5922 or emscgradreq@nysed.gov.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Assessment
 Albany, New York 12234

WYANDANCH MEMORIAL HIGH SCHOOL

NYS REGENTS EXAMINATION SCHEDULE:



UPDATED 12/16 – This schedule supersedes any previously released schedule


Students must verify with their schools the exact times that they are to report for their State examinations

June 2 TUESDAY 8:15 a.m.	June 16 TUESDAY 8:15 a.m.	June 17 WEDNESDAY 8:15 a.m.	June 18 THURSDAY 8:15 a.m.	June 19 FRIDAY 8:15 a.m.	June 22* MONDAY 8:15 a.m.	June 23 TUESDAY 8:15 a.m.	June 24 WEDNESDAY 8:15 a.m.	June 25 THURSDAY 8:15 a.m.
RE in English Language Arts (Common Core)*	RE in U.S. History & Government	RE in Global History & Geography	Integrated Algebra	Physical Setting/ Earth Science Algebra 2/ Trigonometry	RCT in Global Studies*	Physical Setting/ Chemistry RCT in Science*	RCT in Reading	RATING DAY
12:15 p.m.	12:15 p.m.	12:15 p.m.	12:15 p.m.	12:15 p.m.	12:15 p.m.	12:15 p.m.	12:15 p.m.	Uniform Admission Deadlines Morning Examinations 10:00 a.m. Afternoon Examinations 2:00 p.m.
RE in Geometry (Common Core)*	Living Environment	Physical Setting/ Physics RE in Algebra I (Common Core)	Comprehensive English	Geometry (2005 Standards)	RCT in Writing FLACS Exams	RCT in U.S. History & Government*	RCT in Mathematics*	

- Suggested date for administering locally developed tests aligned to the Checkpoint A and Checkpoint B learning standards for languages other than English.
- Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.
- Conversion Charts for these exams will be available no later than June 25, 2015.

General Education & Diploma Requirements

This page provides access to a [summary chart](#)  (41 KB) of the various diploma and credential types as well as a [General Education & Diploma Requirements Chart](#)  (51 KB) updated February 2014, which highlights diploma requirements for students entering Grade 9 in 2005 through 2013. (Note: PDF file, formatted to print best on 8.5" x 14" paper.) This chart includes information on the required units of credit and examinations for a Regents diploma, a Regents diploma with advanced designation, or a local diploma. It reflects the change in regulations that was enacted in 2009 to extend the existing Regents Competency Test (RCT) safety net to all eligible students with disabilities entering grade 9 prior to the 2011-12 school year. It also reflects the change to regulations enacted in 2012 that expanded the safety net option for students with disabilities who enter grade 9 in 2005 and thereafter.

The chart is similar in format to the ones previously distributed by the Department entitled General Education & Requirements Chart (June 2007) and [Diploma Requirements for Students Entering Grade 9 \(September 2000\)](#)  (20.86 KB). Each column of which is linked to a page that provides more detailed information in html format.

Users are encouraged to reference the Part 100 of the Regulations of the Commissioner of Education, especially [Section 100.5](#) for complete high school diploma requirements and alternatives for specific diploma requirements ([see 100.5\(d\)](#)). There are other Part 100 sections that may be useful, such as [§100.1 Definitions](#), [§100.2\(d\) Languages Other Than English](#) (LOTE), and [§135. Health & Physical Education](#).

Diploma Requirements for students entering Grade 9 in:

UNITS OF CREDIT:	SEPTEMBER 2005	SEPTEMBER 2006	SEPTEMBER 2007	SEPTEMBER 2008	SEPTEMBER 2009 and 2010	SEPTEMBER 2011 and 2012	SEPTEMBER 2013
	REGENTS DIPLOMA (a) / LOCAL DIPLOMA	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a) / LOCAL DIPLOMA	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a) / LOCAL DIPLOMA	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a) / LOCAL DIPLOMA
English Language Arts	4	4	4	4	4	4	4
Social Studies	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)
Mathematics	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)
Science	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5
The Arts (c)	1	1	1	1	1	1	1
Languages Other Than English	1(d)	1(e)	1(d)	1(d)	1(e)	1(d)	1(e)
Physical Education	2	2	2	2	2	2	2
Electives	3.5	3.5	3.5	3.5	3.5	3.5	3.5
TOTAL CREDITS REQUIRED	22	22	22	22	22	22	22 (a)
EXAMINATIONS:	REGENTS DIPLOMA (a)	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a)	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a)	ADVANCED DESIGNATION REGENTS (a)	REGENTS DIPLOMA (a)
English	1	1	1	1	1	1	1 (f)
Global History & Geography	1	1	1	1	1	1	1
US History & Government	1	1	1	1	1	1	1
Mathematics	1	2 or 3 (g/h)	1	2 or 3 (g/h)	1	2 or 3 (g/h)	1 (i) 2 or 3 (g/h)
Science	1	2(i)	1	2(i)	1	2(i)	1 2(i)
Languages Other Than English	0	0	0	0	0	0	0
TOTAL REQUIRED	5	7, 8, or 9	5	7, 8, or 9	5	7, 8, or 9	5
LOCAL DIPLOMA - 5 Required Regents Exams (j)	2	3	4	5	5	5	5
Regents Examination score of 65+:							
& Regents Examination score of 55-64:							
OR							
FOR STUDENTS WITH DISABILITIES							
Safety Net: Regents Examination score of 65-84 (m):	1-5	1-5	1-5	1-5	1-5	1-5	1-5
Compensatory Safety Net: Regents Exam with a Score of 45-54 (s)	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Regents Competency Tests (n):	1-6	1-6	1-6	1-6	1-6	NA	NA

Information Related to Graduation Requirements for Students with Disabilities

This page provides information on both high school diploma and non-diploma exiting credential options available to New York State students with disabilities. Information is provided on the course work, credit and assessment requirements students must successfully complete to earn a Regents or local high school diploma, including the various safety net options available to assist students with disabilities to earn a local diploma. Requirements, model forms, guidance, and questions and answers for the Skills and Achievement Commencement Credential and the New York State Career

Development and Occupational Studies Commencement Credential are also provided. Check this site often for additional resources and updated questions and answers on both of these high school exiting credentials.

Requirements for Regents and Local Diplomas










- [Summary Chart of Diploma/Credential Requirements](#)
- [General Education and Diploma Requirements](#)
- [Part 100 of the Regulations of the Commissioner of Education](#)






Safety Net for Students with Disabilities

- [Amendment to Section 100.5 of the Regulations of the Commissioner of Education Relating to the Safety Net for Students with Disabilities to Graduate with a Local High School Diploma](#) - November 2012
- [Questions and Answers – Compensatory Option Safety Net](#) - November 2012 (Updated December 2012)

Commencement Credentials



New York State Career Development and Occupational Studies (CDOS) Commencement Credential

- [Model Certificate for CDOS Commencement Credential](#)  (56 KB)- August 2014
- NYS Career Development and Occupational Studies (CDOS) Commencement Credential Conferences - April - December 2014 - [PDF](#)  (318 KB)
- [New York State Career Development and Occupational Studies Commencement Credential](#) - June 2013
 - Webinar Module 1: Overview
 - Video  (202 MB, 19 min, 39 sec)
<http://usny.nysed.gov/videos/p12/Overview.wmv>
 - [PowerPoint Presentation](#)  (1.07 MB)
 - Webinar Module 2: Career Plan and Career Zone
 - Video  (23 minutes 39 seconds, 343 MB)
http://usny.nysed.gov/videos/p12/Career_Plan_Zone.wmv
 - [PowerPoint Presentation](#)  (3.38 MB)
 - Webinar Modules 3: Career Development and Occupational Studies (CDOS) Learning Standards
 - Video  (22 minutes 38 seconds, 270 MB)
http://usny.nysed.gov/videos/p12/CDOS_Learning_Standards.wmv
 - [PowerPoint Presentation](#)  (2.05 MB)
 - Webinar Module 4: Career and Technical Education Coursework and Work-based Learning
 - Video  (32 minutes 17 seconds, 520 MB)
http://usny.nysed.gov/videos/p12/CTE_Coursework_Workbased_Learning.wmv

- [PowerPoint Presentation](#)  (9.35 KB)
- Webinar Module 5: Employability Profile
 - Video  (18 minutes 35 seconds, 236 MB)
http://usny.nysed.gov/videos/p12/Employability_Profile.wmv
 - [PowerPoint Presentation](#)  (1.62 MB)
- Webinar Module 6: National Work Readiness Credentials
 - Video  (389 MB, 35 min, 3 sec)
<http://usny.nysed.gov/videos/p12/NationalWorkReadinessCredentials.wmv>
 - [PowerPoint Presentation](#)  (1.06 MB)
- [Sample Form to Document Evidence of a Student's Attainment of the Commencement Level CDOS Learning Standards](#)
- [Questions and Answers](#) - November 2013 (Updated August 2014)
 - [Eligibility](#)
 - [Instruction](#)
 - [Career Plan](#)
 - [Employability Profile](#)
 - [Documentation](#)
 - [National Credentials](#)
 - [Students Exiting Before July 2015 and Transfer Students](#)

Skills and Achievement Commencement Credential for Students with Severe Disabilities

- [Skills and Achievement Commencement Credential for Students with Severe Disabilities](#) - April 2012
 - [Alternate Grade Level Indicators for the Career Development and Occupational Studies Learning Standards for students receiving the Skills and Achievement Commencement Credential](#)

- Webinar - (Video  - 405 MB, 33 minutes)
http://usny.nysed.gov/videos/p12/Exiting_Credential.wmv
- [Power Point Presentation](#)  (417 KB)

Technical Assistance

- [P-12: Office of Special Education, Policy Unit](#)
- [Special Education Quality Assurance Regional Offices](#)
- [Regional Special Education Technical Assistance Support Centers \(RSE-TASC\)](#)
- [RSE-TASC Transition Specialists](#)
- [Office of State Assessment](#)

New York State Alternate Assessment



A. Program Objective: Encourage Parental Involvement.

B. Target Population: Parents of students in Grades 6-8, 9-12

C. Expected Outcome(s):

1. Parents will understand that their involvement is critical to their child(ren)'s success.
2. Parents will gain insight into their child's academic and social progress, and planning, as well as their goals, abilities, aptitudes and interests.
3. Parents will understand and participate in steps to remediate any academic, attendance and/or behavioral problems their child might have.
4. Parents will be informed of the necessary details, procedures and opportunities concerning their child's post-secondary options including:
 - a) applying to college
 - b) obtaining part or full-time employment
 - c) military careers
 - d) requesting financial aid
5. Parents will be assisted in obtaining help from sources within and outside the school when their child exhibits adjustment, behavioral, academic or attendance problems.
6. Parents will be encouraged to make frequent contact with counselors, teachers and other school personnel involved with the social, personal, and educational development of their child.
7. Students will become better adjusted and more disposed towards learning as a result of increased parental involvement.

D. Annual Assessment :

- Feedback from parents and students.
- Improved student performance.
- The same as previous year or increased attendance of parents at parent-teacher conferences and meetings.

A. Program Objective: Advisory assistance to enable students to benefit from the curriculum.

B. Target Population: Students in Grades 6-8, 9-12

C. Expected Outcome(s):

1. Students will learn about course offerings and their relationship to post-secondary and career plans.
2. Students will understand the benefits of regular school attendance, consistent completion of class work and daily preparation of homework assignments.
3. Students will recognize when and how to seek tutorial assistance.
4. Students will learn how to improve study skills at home and in school in order to maximize their learning capabilities.
5. Students will learn about the value of extra-curricular and co-curricular activities as it relates to their academic success and the life of the school, as a whole.
6. Students will recognize the importance of applying knowledge in their daily lives.
7. Students will appreciate the importance of effective oral and written communication.
8. Students will be able to identify ways in which each subject or course they are taking will help them (a) in their future career, (b) in their future educational plans, and (c) with their own personality and character development (with the help of their teachers).
9. Students will become familiar with the facilities, programs and management of the school.

D. Annual Assessment:

- Increased student participation in class activities.
- Increased student participation in extra-curricular activities and tutorial assistance programs.
- Teacher, student and parent feedback.

- A. Program Objective:** Individual or group counseling assistance to enable students to benefit from the curriculum.
- B. Target Population:** Students in Grades 6-8, 9-12
- C. Expected Outcome(s):**
1. Students will recognize that appropriate, positive attitudes (a sense of responsibility, seriousness of purpose, working to fullest capacities) towards learning, towards themselves, and towards the instructional staff will result in improved academic achievement.
 2. Students will develop a positive and productive relationship with their counselor.
 3. Students will recognize the relationship between raising their self-esteem and becoming a productive student.
 4. Students will learn how to reduce test-anxiety and manage stress due to academic pressures.
 5. Students will learn how to analyze and resolve problems encountered in various subject areas as well as to apply critical thinking skills and creative solutions to problem solving.
 6. Students will learn techniques for improving their academic achievement.
 7. Students will express their present educational status in relation to future career and educational endeavors.
 8. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
 9. Students will become familiar with all aspects of program and sequence requirements, and course offering opportunities.
 10. Students will become familiar with all graduation requirements.
- D. Annual Assessment:**
- Student Academic Achievement.
 - Improved Standardized Test Scores.
 - Teacher comments/evaluation.
 - Counselor notations on summary forms.
 - Parent and student feedback.

A. **Program Objective:** Advisory assistance for students who exhibit attendance problems.

B. **Target Population:** Students in Grades 6-8, 9-12

C. **Expected Outcome(s):**

1. Students will be informed of attendance policy and procedures through the student handbook distributed at the beginning of the school year.
2. Students will understand the critical relationship between regular school attendance and academic achievement through teacher discussions.
3. Students will understand the relationship between attending school and becoming an independent, responsible adult.
4. Students identified as having an attendance problem will be referred to the Attendance Department.

D. **Annual Assessment:**

- Reduced incidence of non-attendance by students with attendance problems.
- Overall improvement in student attendance rate.
- Decrease in student dropout rate.



D. Program Objective: Individual or Group Counseling assistance for students who exhibit attendance problems.

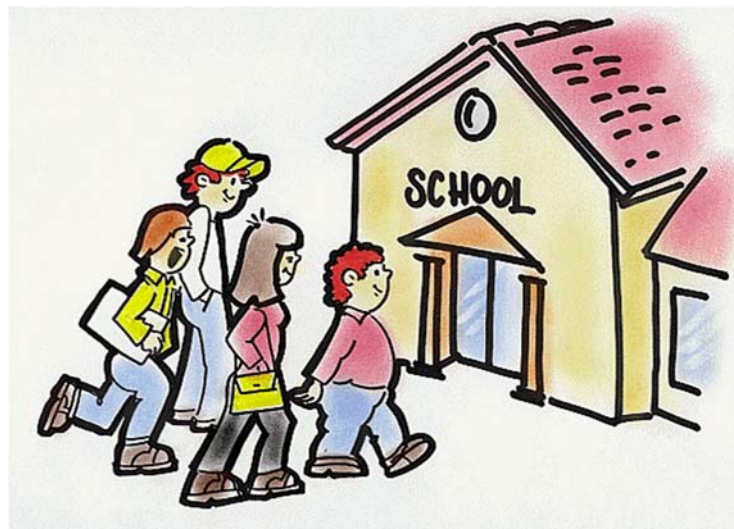
E. Target Population: Students in Grades 6-8, 9-12

F. Expected Outcome(s):

1. Students will be informed of attendance policy and procedures through the student handbook distributed at the beginning of the school year.
2. Students will understand the critical relationship between regular school attendance and academic achievement through teacher discussions.
3. Students will understand the relationship between attending school and becoming an independent, responsible adult.
4. Students identified as having an attendance problem will be referred to the Attendance Department.

E. Annual Assessment:

- Reduced incidence of non-attendance by students with attendance problems.
- Overall improvement in student attendance rate.
- Decrease in student dropout rate.



- A. Program Objective:** Advisory assistance for students who exhibit behavioral/adjustment problems or to prevent students from experiencing behavioral/adjustment problems.
- B. Target Population:** Students in Grades 6-8, 9-12
- C. Expected Outcome(s):**
1. Students will recognize that appropriate, positive attitudes (a sense of responsibility, seriousness of purpose, working to fullest capacities) towards learning, towards themselves and towards the instructional staff will result in improved academic achievement.
 2. Students will exhibit one or more of the following desired results:
 - a. improvement of school performance.
 - b. reduced incidence/elimination of unacceptable/inappropriate behavior.
 - c. improved and positive self-image.
 - d. improved and positive peer relationship.
 - e. acceptance of responsibility for behavior.
 - f. more appropriate expression of negative emotions.
 - g. a productive, interested and cooperative attitude in school.
 - h. a compassionate and patient level of tolerance for others.
 - i. increased involvement in school activities.
- D. Annual Assessment :**
- Student self-evaluation.
 - Longitudinal data demonstrating reduced incidence of absenteeism, disciplinary referrals and disciplinary actions.
 - Parental satisfaction.
 - Parental involvement and feedback.
 - Report cards/teachers' progress reports.
 - Administrative observations and feedback.
 - Improved school climate.

- A. Program Objective:** Individual or group counseling to help students who exhibit behavioral/adjustment problems or to prevent students from experiencing behavioral/adjustment problems.
- B. Target Population:** Students in Grades 6-8, 9-12
- C. Expected Outcome(s):**
1. Students will understand the causes of their behavioral or adjustment problems and be encouraged to seek and discuss alternative ways of behaving.
 2. Students will recognize the relationship between behavioral problems and academic proficiency.
 3. Students will exhibit one or more of the following desired results:
 - a. Improvement of school performance.
 - b. Reduced incidents, decrease of unacceptable/inappropriate behavior.
 - c. Improved and positive self-image.
 - d. Improved and positive peer relationships.
 - e. Acceptance of responsibility for behavior.
 - f. More appropriate expressions of negative emotions.
 - g. A productive, interested and cooperative attitude in school.
 - h. A compassionate and patient level of tolerance for others.
 - i. Increased involvement in school activities.
 - j. Students will recognize and learn to utilize support systems appropriate to their individual problems.
- D. Annual Assessment:**
- Student self-evaluation.
 - Longitudinal data demonstrating reduced incidence of absenteeism, disciplinary referrals and disciplinary actions.
 - Parental satisfaction.
 - Parental involvement and feedback.
 - Report cards, progress reports.
 - Administrative observations and feedback.
 - Improved school climate.

A. Program Objective: Advisory assistance to help students develop and implement post-secondary education and career plans.

B. Target Population: Students in Grades 6-8, 9-12

C. Expected Outcome(s):

1. Students will be able to:
 - a. List and discuss sources of occupational information.
 - b. Develop tentative career ladders for themselves, listing the steps necessary for each rung.
 - c. Discover resources designed to assist them in their career search.
 - d. Develop a plan of action to accomplish their post-secondary goals.
 - e. Develop the ability to gather information, generate alternatives and compare post-secondary options.
 - f. Provide examples of how past decisions may influence their present and future actions.
 - g. Demonstrate how gaining more information increases their post-secondary education and career options.
 - h. Envision engaging in their post-secondary choices.
 - i. Visit post-secondary institutions.

D. Annual Assessment:

- Student survey.
- Parent satisfaction.
- Reduced number of students who leave high school undecided and without direction and goals.

- **Program Objective:** Individual or group counseling to help students develop and implement post-secondary education and career plans.

A. Target Population: Students in Grades 6-8, 9-12

B. Expected Outcome(s):

1. Students will be able to :
 - a. Understand the relationship between their Common Core and Regents test scores, grades and future post-secondary options.
 - b. Understand the relationship between their CDOS Plan and post-secondary options.
 - c. Learn about educational requirements for their career choices.
2. Students will develop and follow through on a plan for goals.
3. Students will recognize and learn to utilize resources appropriate to their individual needs.
4. Students will learn how to utilize the services and recommendations of their counselor in developing and implementing post-secondary plans.
5. Students will learn how to utilize school and community services in developing and implementing post-secondary plans.

D. Annual Assessment:

- Student survey.
- Parent satisfaction.
- Reduced number of students who leave high school undecided and without direction and goals.
- Reduced number of students who leave high school before graduating.



COUNSELOR RESOURCES

1. Students, Teachers and Parents

www.khanacademy.com

www.math.com

www.science.com

www.freemathhelp.com/

www.tutor.com/homeworkhelp

www.regentsprep.org

<http://video.wcny.org/program/regents-review/>

<http://wyandanch.suffolk.lib.ny.us/> - **Wyandanch Public Library**

<https://fafsa.ed.gov/> - **FEDERAL FINANCIAL AID**

<https://www.tap.hesc.ny.gov/totw/> - **TAP (New York State Tuition Assistance Program)**

www.suny.edu – **Main SUNY (State University of New York) Website**

www.cuny.edu - **Main CUNY (City University of New York) Website**

2. Children 5 and under

www.starfall.com

3. SAT / ACT / PSAT

<http://www.princetonreview.com/college/sat-changes#!tab2>

www.actstudent.org/

<https://www.collegeboard.org/>

4. Family and Children Services

<http://www.suffolkcountyny.gov/Departments/SocialServices/FamilyandChildrenServices.aspx>

CPS (Child Protective Services) - **Child Abuse Reporting Hotline: 1 (800) 342-3720**

APS (Adult Protective Services): (631) 854-3195, (631) 854-3196, and (631) 854-3197 Safe Haven Program:
1 (866) TLC-BABY or 1 (866) 852-2229

APS (Adult Protective Services): (631) 854-3195, (631) 854-3196, and (631) 854-3197

Child Preventative Services: (631) 854-9359 - Foster Care: (631) 854-9359

5. Child Care Services: (631) 854-3349

Provides care for children, between the ages of 6 weeks and 13 years, in licensed day care center, school age child care programs, group family day care homes, registered family day care homes, and informal child care programs.

Families must meet income and program eligibility guidelines to receive child care services.

Child care may be provided to allow parents to work, attend eligible education/training programs or mental health or substance abuse treatment programs. Services are also available for parents who are unable to provide child care due to illness or incapacity or as part of a child protective or preventive case service plan (income guidelines may apply).

All individuals applying for child care who meet the appropriate criteria must complete the New York State Local DSS application: [LDSS-2921](#).

Please view the booklets here to find out what you should know about your rights and responsibilities:

[4148A Your Rights and Responsibilities Booklet 1](#)

[4148A-SP Your Rights and Responsibilities Booklet 1](#)

[4148B What You Should Know About Social Service Programs Booklet 2](#)

[4148B-SP What You Should Know About Social Service Programs Booklet 2](#)

[4148C What You Should Know If You Have An Emergency Booklet 3](#)

[4148C-SP What You Should Know If You Have An Emergency Booklet 3](#)

6. Suffolk County Department of Social Services

www.suffolkcountyny.gov

(631)854-9700

7. Suffolk County Department of Labor for Youth

<http://www.suffolkcountyny.gov/departments/Labor/youth.aspx>

8. Town Of Babylon

<http://www.townofbabylon.com/>

9. INCARCERATION

a. Lowering Criminal Record Barriers

<http://hirenetwork.org/content/lowering-criminal-record-barriers-certificates-reliefgood-conduct-and-record-sealing-2011>

b. Employment and Criminal Convictions

<http://www.bronxdefenders.org/employment-criminal-convictions/>

c. Youth Incarceration

http://www.aecf.org/resources/no-place-for-kids-full-report/?gclid=CjwKEAjwjd2pBRDB4o_ymcieoAQ5JABm4egok-ltlp7czefqvr0pCa9e8dA_poTWwCCdzOiZMF4TIhoCTcLw_wcB



**“WE REACHED OUR DESTINATION OF
GRADUATION BY STAYING CONNECTED”**
