

***Oyster Bay - East Norwich
School District***



***Comprehensive
School Counseling Plan
2023-2024***

Empowering All Students To Achieve Excellence

Board of Education & District Administration

Board of Education

Laurie Kowalsky, President
Nancy Castrogiovanni, Vice President
Caitlin Amatrudo
Darren Gerbosi
Maryann Santos
Michael Schindler
Norah Windhausen

School District Administration

Dr. Francesco Ianni
Superintendent of Schools

Ms. Maureen Raynor
Deputy Superintendent

Oyster Bay High School

Ms. Melissa Argaman
Principal

Mr. John Pardue
Assistant Principal

Mr. Robert LoCastro
Assistant Principal

James H. Vernon School

Mr. Martin Nelson
Interim Principal

Ms. Anastasia Smith
Assistant Principal

Theodore Roosevelt Elementary School

Ms. Devra Small
Principal

Table of Contents

Oyster Bay High School Counseling Staff	4
New York State School Counseling & Guidance Program Requirements	5
Oyster Bay-East Norwich School District Mission & Goals	7
Overview of the New York State Counseling Goals	8
New York State Learning Standards	9
Direct Student Services	10
Indirect Student Services	11
The ASCA Mindsets & Behaviors for Student Success	12
District Wide Core Counseling Plan K-12	13
Elementary Counseling Plan K-6	19
Secondary Core Counseling Plan 7-12	26
Middle School Counseling Plan	34
High School Counseling Plan	37

Oyster Bay High School Counseling Staff

516-624-6526

School Counselors

Joy-Anne D'Anca, Ed.D., Supervisor of Guidance K-12

margaman@obenschools.org

Deanna Cali, School Counselor, 7-12

dcali@obenschools.org

Rebecca Lieberman, School Counselor, 7-12

rlieberman@obenschools.org

Kayla Pollenz, School Counselor, 7-12

kmcgrath@obenschools.org

Danielle Urtheil, School Counselor 7-12

durtheil@obenschools.org

Lisa Lowe, School Counselor, K-6

llowe@obenschools.org

New York State School Counseling & Guidance Program Requirements

***NYSED 100.2 General School Requirements**

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).

For all students grades kindergarten through twelve, 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:

- a. In grades kindergarten through five, 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;
- b. For students in grades six through twelve, certified school counselors shall provide an annual individualized 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;
- c. 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);
- d. 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 an encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 8 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
- e. Student Services which may include but need not to 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 for the manner in which the district shall comply with the requirements of this subdivision. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

- a. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis report to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
- b. Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systemic components of a comprehensive developmental school counseling/guidance program as defined in this subdivision. Such a report shall be annually presented to the board of education.

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 services providers in the district including social workers and/or school psychologists.)

Oyster Bay-East Norwich School District Mission & Goals

Oyster Bay-East Norwich School District Mission

In an ever-changing world, the mission of the Oyster Bay-East Norwich School District focuses on being an innovative and exemplary school system. We are committed to providing our students with the necessary tools needed to succeed in a cultural and technological environment. The district remains committed and prepared to provide ALL students with the highest level of educational opportunity and to empower ALL students to achieve excellence.

Oyster Bay-East Norwich School Counseling Mission

The School Counseling Department at Oyster Bay High School is committed to serving the social, emotional and academic needs of all the students in our school district. It is an integral part of every student's education. Counselors work collaboratively with students, parents, teachers and administrators to plan and implement programs that help students succeed as they progress through high school and plan for their future careers. Student development is supported through individual and group counseling, classroom lessons, and academic advisement as well as in consultation with teachers, parents, and the community.

The Oyster Bay-East Norwich School Counseling Department Goals

- Students will acquire the academic, social and emotional support needed to help empower them to achieve excellence.
- Students will use up-to-date assessments to help guide them towards informed college and career decisions.
- Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

Overview of the New York State Counseling Goals

Guidance programs for grades K-6

1. Prepare students to participate effectively in their current and future educational programs.
2. Help students who exhibit attendance, academic, behavioral or adjustment problems.
3. Educate students concerning personal safety.
4. Encourage parent involvement in their children's education.

Guidance programs for grades 7-8

1. Review each child's educational progress and career plans annually.
2. Teach students about various careers and help them to develop career planning skills.
3. Provide assistance to enable students to benefit from the curriculum, as well as the following:
 - a. Develop and implement post-secondary education and career plans.
 - b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
4. Encourage parental involvement in the educational process.

Guidance programs for grades 9-12

1. Review each child's educational progress and career plans annually.
2. Teach students about various careers and help them to develop career planning skills.
3. Provide assistance to enable students to benefit from the curriculum, as well as the following:
 - a. Develop and implement post-secondary education and career plans.
 - b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
4. Encourage parental involvement in the educational process.

New York State Learning Standards

Learning standards for school counseling programs facilitate student development in three broad domains: *academic development, career development and personal/social development*. Following are the nine national standards adopted by New York State.

Domain: 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.

Domain: 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 decisions.
- **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.

Domain: 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.

The process for delivery of the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: individual student planning, school counseling curriculum, responsive services and system support.

The delivery system identifies each of the activities that make up the comprehensive School Counseling Plan and the methods by which each is delivered. These delivery methods include direct student services (individual student planning, school counseling curriculum, responsive services) and indirect student services (responsive services and system support.) For each activity outlined in this document, the following information will be included:

- *Name of the activity*
- *A timeline for delivery and the staff involved in the delivery of the service*
- *The targeted domain(s)*
- *The students for whom the activity had been designed*
- *Mindset and Behavior Standards*
- *A description of the activity*
- *Evaluation*
- *Resources used and preparation involved*
- *Method of evaluation*
- *Delivery System*

Direct Student Services

Direct Student services are in-person interactions that take place between the counselor and student(s). These activities are designed to allow the counselor to support the student(s) as they develop the knowledge, skills and attitudes in the domains and standards of the New York State Learning Standards.

Individual Student Planning

Appraisal: Counselors work with students to review and appraise their achievement, interest, abilities and skills.

Advisement: Counselors work with students, individually or in small groups, to help them make decisions related to future planning.

School Counseling Curriculum

Small Group Activities: Counselors meet with students in their respective caseloads for the purpose of providing them with information related to their academic, personal, social, or career development.

Classroom (Large Group) Activities: Counselors will meet with students in their classrooms or other large group settings for the purpose of providing them with information related to their academic, personal, social, or career development.

Responsive Services

Personal Counseling: Counselors work directly with students individually or in small groups to address personal concerns.

Crisis Counseling: Counselors provide support to students, families or staff in order to address an immediate crisis.

Indirect Student Services

Indirect student services are activities designed to provide services on behalf of students as a result of the counselor's interaction with others. These activities may address the needs of individual students or may address the needs of the entire student population.

Responsive Services

Referrals: Counselors will refer students and their families to appropriate resources in the school or community, as needed. A referral can be made for the academi, personal , or career development purposes.

Consultation: Counselors will work with families, staff and community agencies to gather and/or share information that is designed to support the student's academic, personal/social or career development. When necessary, intervention strategies are designed for the students. The counselor will serve as an advocate for the student when consulting with others.

System Support

Professional Development: Counselors will identify personal goals and participate in activities designed to increase their knowledge of the best counseling practices.

Program Awareness: Counselors will provide updates and information regarding the counseling programs to the greater community via updates to the PTA, Parent Information nights, the Counseling Center website, social media, Twitter and Remind texts.

Parent Programs: Counselors develop and conduct programs designed specifically to provide parents/guardians with information about the counseling program and the activities in which their children will be involved.

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

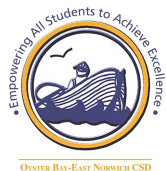
School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness



District Wide Core Counseling Plan K-12



Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
<i>Back to School Open Houses</i>		X										
<i>CPS Referrals</i>		X	X	X	X	X	X	X	X	X	X	
<i>Crisis Intervention/Counseling</i>		X	X	X	X	X	X	X	X	X	X	
<i>CSE/504 Meetings</i>		X	X	X	X	X	X	X	X	X	X	
<i>Cumulative Record Maintenance</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Home Visits</i>		X	X	X	X	X	X	X	X	X	X	
<i>Individual Counseling</i>		X	X	X	X	X	X	X	X	X	X	
<i>Instructional Support Team (IST) Meetings</i>		X	X	X	X	X	X	X	X	X	X	
<i>Parent/Teacher Conferences</i>				X				X				
<i>Personal Goal Setting/Review</i>		X				X					X	
<i>Professional Development</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Professional Memberships</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Transfer Students</i>	X	X	X	X	X	X	X	X	X	X	X	X

Back to School Open Houses

Domain: Academic/Personal/Social
Target Group: All students/Families

Timeline: September **Staff:** Administrators, Teachers
Duration: 2 Hours

Mindset: 1
Objective: To provide parents/guardians with an opportunity to meet their child's teacher(s) for the purpose of providing them with information related to academic and social emotional objectives of the curriculum.
Description: Open Houses are conducted at each of the schools in OBEN during the month of September. Parents visit with their child's teacher(s) as well as any support staff who may work with their child.
Resources: Teacher handouts, schedules, maps of building
Behavior Standards: LS8, SMS 2, SS2, 3
Evaluation: Parent and teacher feedback
Preparation: Posting of event on district calendar, preparation of material by teachers, communication to parents
Delivery System: Indirect Student Services-System Support

Child Protective Services

Domain: Academic/Personal/Social
Target Group: Individual Students, as needed

Timeline: September-June **Staff:** Counselors, Social Workers, Principal, School Psychologist
Duration: Varies

Mindset: 1
Description: As mandated reporters, counselors and social workers will contact CPS to report suspected cases of physical, emotional or educational abuse/neglect. Information about a suspected case can come from the student him/herself, or from a report received from a teacher, nurse or any other individual in the building. When a report is deemed necessary, the building principal and Director of Guidance are notified and, if necessary, the nurse will meet with the student to confirm physical abuse. If the case is accepted by CPS, the counselor and/or social worker will meet with and remain with the caseworker when he/she/they visits the school to meet with the child. The counselor and or social worker will remain in contact with the case worker until the case is closed and monitor the student in whatever way necessary.
Resources: Student self-report, teacher/counselor observations, CPS Referral Form, student records, if requested
Behavior Standards: SMS 9
Evaluation: The intervention of Child Protective Services is intended to ensure that a child is safe and that his/her/their needs are being met. The counselor will maintain on-going monitoring of the student.
Preparation: Compilation of data/information related to the report and subsequent contact with CPS; completion of CPS Report
Delivery System: Direct Student Services-Referral

Crisis Counseling

Domain: Academic/Personal/Social **Timeline:** September-June **Staff:** Counselors, Social Workers, Psychologists
Target Group: Individual Students, as needed **Duration:** Varies

Mindset: 1
Description: Crisis counseling can take place at any time and can be initiated by the student himself/herself/themselves, by a teacher, administrator, or parent. Meeting with the student allows the counselor, or other service provider, to assess the severity of the situation at hand and to determine what the next steps might be. Next steps will vary significantly in nature and can range, in less serious situations, from allowing the student to talk through the issue and agree to meet with the counselor for followup meetings, or, in the most extreme cases, to making contact with the parent/guardian with a recommendation that the student be evaluated medically or psychologically.
Resources: Student self-reported concern(s)
Behavior Standards: SMS 6, 7, SS3, 9
Evaluation: Counselor or other service provider will follow up with the student and his/her/their family.
Preparation: Counselor/Social Worker education
Delivery System: Direct Student Services-Crisis Counseling

Committee on Special Education (CSE) / Section 504 Meetings

Domain: Academic/Personal/Social/Career Development **Timeline:** September-June **Staff:** Administrators, Teachers
Target Group: Individual Students, as needed **Duration:** Varies

Mindset: 1
Description: CSE Meetings or 504 Eligibility/Annual Review meetings are attended by a variety of individuals, all of whom make contributions to the discussion. Counselors provide an overview of the student's academic progress, in general, as well as the students progress toward meeting graduation requirements. The counselor will provide an update on the student's progress in meeting desired goals. Counselors provide information related to scheduling and, if requested, will provide information on vocational programs. At the secondary level, the counselors provide the Case Manager with information related to Transition Services, which include a coordinated set of activities leading to the student's successful transition through the secondary school.
Resources: IEP, 504 Plan, report cards, progress reports, teacher updates, attendance record, transcript
Behavior Standards: LS 3, 7, SMS 6, SS 3
Evaluation: On-going monitoring of student achievement and progress by the counselor and primary teacher.
Preparation: Counselors collect material, including schedules, transcripts, report cards, progress reports and results of transitional activities.
Delivery System: Direct Student Services-Individual Student Planning

Goal Setting and Professional Development

Domain: Academic/Personal/Social/Career Development

Timeline: September-June

Staff: Counselors, Director of Guidance

Target Group: All Counselors

Duration: Varies by activity

Mindset: 1
Objective: To expand the counselor's knowledge across a broad spectrum of issues.
Description: At the start of the school-year, counselors will meet with the Director to discuss possible goals for the year and to identify the professional development activities that would assist the counselor in meeting those goals. These goals will be reviewed in June.
Resources: Resources include, but are not limited to webinars, professional meetings, campus visits, interviews, websites, training, etc.
Expected Outcomes: To maintain and develop counselor competencies related to individual goal setting.
Evaluation: Review of goals at end of the year to discuss professional development.
Preparation: Varies
Delivery System: Indirect Student Service- System Support

Home Visits

Domain: Academic/Personal/Social/Career Development

Timeline: September-June

Staff: Counselor, Social Worker, Administrator

Target Group: Individual Students, as needed

Duration: Varies by activity

Mindset: 1
Description: When deemed necessary, home visits are conducted by the counselor and one other member of the staff. The presenting issue/concern will be addressed with the student and parent, who will be enlisted in to support the efforts of the school in reaching a resolution. In cases involving non-attendance, the counselor will work with the parent and student to develop a plan to help the students transition back to school. Students are often transitioned back to school through the Counseling Center or Social Worker's office, where they will spend time completing work provided by their teacher(s.) If an outside therapist is currently working with the student, a signed release form will be requested so that direct contact can be made with the service provider. If deemed appropriate, a referral will be made.
Resources: Attendance and academic records, referral information
Behavior Standard: SMS 6
Evaluation: On-going student monitoring by counselor or other staff, resolution of presenting issue.
Preparation: Collect materials related to the concern; report cards, progress reports, attendance records
Delivery System: Direct Student Service-Responsive Services

Instructional Support Team (IST) Meetings

Domain: Academic/Personal/Social

Timeline: September-June

Staff: Counselor, Social Worker, Administrators, School

Target Group: Individual Students, as needed

Duration: Varies by activity

Psychologist, Social Worker, Teachers

Mindset: 1
Description: IST meetings are chaired by the School Psychologist who will arrange for delivery of teacher updates. Counselors provide an overview of the student's academic/social history as well as any other information deemed relevant to the understanding of the student. Attending teacher reports may be obtained and discussed at the meeting.
Resources: Referral Forms, report cards, progress reports, attendance records, standardized assessments, teacher updates
Behavior Standard: SMS 6
Evaluation: On-going student monitoring by counselor and teacher.
Preparation: Review student records, contact parent if necessary, obtain teacher updates
Delivery System: Indirect Student Service-Consultation

Parent Teacher Conferences

Domain: Academic

Timeline: October, November & March

Staff: Administrators, Teachers, Counselors

Target Group: All Students/Families

Duration: 2 Hours

Mindset: 1
Objective: To provide parents/guardians with an opportunity to meet their child's teacher(s) for the purpose of providing them with information related to academic and social emotional objectives of the curriculum.
Description: Parent Teacher conferences are hosted at all OBEN School Buildings twice a year. Parents schedule conferences with their child's teacher(s) and/or counselor using Teacher Reacher, an on-line scheduling system.
Resources: Teacher Reacher, report cards, grade books, handouts, schedules, maps of building
Behavior Standards: LS3, SMS 1, 3, 5, 6
Evaluation: Parent and teacher feedback and counselor monitoring of progress
Preparation: Posting of event on district calendar, preparation of material by teachers, communication to parents
Delivery System: Indirect Student Services- Collaboration

Professional Memberships

Domain: Academic/Personal/Social.Carer Dev.

Timeline:September-June

Staff: Counselors

Target Group: Counselors

Mindset: 1

Description: All counselors are members of the Nassau Counselor Association and the New York State School Counselors Association. High School counselors are also members of The New York State Association of College Admissions Counselors and the department is a member of The National Association of College Admissions Counselors.

Resources: Professional literature, seminars, workshops, webinars

Behavior Standards: N/A

Evaluation: Counselor Participation in professional activities.

Preparation: Complete yearly applications & pay dues

Delivery System: Indirect Student Services- Systems Support

Elementary Counseling Plan K-6

Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
<i>College & Career Awareness</i>			X	X	X		X			X		
<i>Career Day</i>											X	
<i>Instructional Support Team (IST)</i>		X	X	X	X	X	X	X	X	X	X	
<i>Classroom Lessons</i>		X	X	X	X	X	X	X	X	X	X	
<i>Group/Individual Counseling</i>		X	X	X	X	X	X	X	X	X	X	
<i>ThemedwEEKS</i>		X	X				X	X		X		
<i>Transitional Activities</i>	X									X		

College & Career Awareness Naviance Lesson: Learning & Productivity

Domain: Career Development
Target Group: All 6th Grade Students

Timeline: February
Duration: 30 minutes

Staff: Counselor

Mindset: 4, 5 & 6
Objective: Students will have an opportunity to begin the process of understanding the ways in which their learning styles impact their academic performance. They will also be able to explore their interests and see how their interests might be related to careers and college.
Description: During this lesson, students will complete the Achieve Works Learning & Productivity assessment to ascertain what type of environment is best for them to learn & study in. Students will then be introduced to Naviance's resources on careers & colleges.
Resources: Naviance, worksheet on learning styles
Behavior Standards: LS 3, 7, SMS 3 & 5
Evaluation: Students will identify their personal learning style & a career interest.
Preparation: Schedule classroom visits with teachers, ensure all students have Naviance account, print out worksheets
Delivery System: Direct Student Service- School Counseling Curriculum

Career Party Activity

Domain: Career Development
Target Group: All 5th Grade Students

Timeline: December
Duration: 30 minutes

Staff: Counselor

Mindset: 4, 5 & 6
Objective: Students will have an opportunity to begin the process of understanding the ways in which their interests relate to future careers.
Description: During this lesson, students will complete the Career Party activity to ascertain how their personality and interests relate to career interest. Students will then have a chance to research a career of interest.
Resources: Career Party Activity, access to internet to research
Behavior Standards: LS 3, 7, SMS 3 & 5
Evaluation: Students will identify a career interest.
Preparation: Schedule classroom visits with teachers, print out worksheet
Delivery System: Direct Student Service- School Counseling Curriculum

Career Day

Domain: Career Development

Timeline: December-June

Staff: Counselor & teachers

Target Group: All 5th Grade Students

Duration: Varies

Mindset: 4, 5 & 6

Objective: Students will have an opportunity to research a career of interest & present their findings to students in grades below.

Description: Results from Career Party Activity & research done throughout the school year will culminate in a fun, informative Career Day with 5th grade students presenting to students in lower grades on their career of interest.

Resources: Career Party Activity, web-based research, library books

Behavior Standards: LS 3, 7, SMS 3 & 5

Evaluation: Students will present on their career of interest to show their research

Preparation: Schedule classroom visits with teachers, ensure all students complete Career Party Activity, schedule Career Day

Delivery System: Direct Student Service- School Counseling Curriculum

College Shirt Days

Domain: Career Development

Timeline: October - May

Staff: Counselor & teachers

Target Group: All Students grades K-12

Duration: Varies

Mindset: 4, 5 & 6

Objective: To promote college awareness

Description: All staff members are encouraged to wear a college shirt to help students learn more about college and to encourage students to ask questions.

Resources: Promote College Shirt Days via email to all district staff

Behavior Standards: LS 3, 7, SMS 3 & 5

Delivery System: Indirect Student Service- Collaboration

Classroom Lessons

Erin's Law Lessons

Domain: Personal/Social/Emotional

Timeline: September - June

Staff: Counselor

Target Group: All Students in Grades K-6

Duration: 30 minutes

Mindset: 1, 2

Objective: Students will learn about personal body safety and how to speak up if being abused.

Description: Each student will have a grade level appropriate lesson using curriculum from MBF Safety Matters.

Resources: Monique Burr Foundation Child Safety Matters curriculum

Behavior Standards: LS 1, 7, SMS 1, 2, 7, 9, SS 2, 3, 8

Evaluation: Students will gain knowledge on how to protect themselves.

Preparation: Schedule classroom visits with teachers, individual powerpoints & worksheets

Delivery System: Direct Student Service- School Counseling Curriculum

Group/Individual Counseling

Minute Meetings

Domain: Academic/Personal/Social/Emotional

Timeline: September-December

Staff: Counselor

Target Group: All students grades 3-6

Duration: 1-3 minutes

Mindset: 1, 3

Objective: Students will have an opportunity to meet the school counselor and complete a brief survey about their perception of school. Data collected will help inform groups & targeted interventions moving forward

Description: Counselor will set up brief meetings with each student to introduce themselves and meet students. Students will complete a brief survey designed to ascertain their feelings towards school and identify any needs

Resources: Minute Meetings Google Form

Behavior Standards: SS 3, 8

Evaluation: Students will leave knowing who their counselor is & where to find them.

Preparation: Schedule classroom visits with teachers

Delivery System: Direct Student Service- School Counseling Curriculum

Theme Weeks

Start with Hello Week

Domain: Academic/Personal/Social/Emotional **Timeline:** September **Staff:** Counselor, teachers & administrators
Target Group: All students grades 3-6 **Duration:** N/A

Mindset: 1, 3
Objective: Students will learn to be empathetic and to end social isolation by saying hello & fostering friendships.
Description: Students & their families will learn about Start with Hello week and be encouraged to participate in an activity each day.
Resources: Sandyhookpromise.org
Behavior Standards: SMS 1, SS 2, 3, 4, 5, 9
Evaluation: Students will demonstrate empathy & kindness through various activities.
Preparation: Create week of themed activities, inform teachers, send home flier to families
Delivery System: Indirect Student Services: Collaboration

Red Ribbon Week

Domain: Academic/Personal/Social/Emotional **Timeline:** October **Staff:** Counselor, teachers & administrators
Target Group: All students grades 3-6 **Duration:** N/A

Mindset: 1, 3
Objective: To promote healthy choices and decision making.
Description: Students & their families will learn about Red Ribbon week and be encouraged to participate in an activity each day.
Resources: Redribbon.org
Behavior Standards: SMS 1, SS 2, 3, 4, 5, 9
Evaluation: Students will demonstrate healthy choices & decision making through various activities.
Preparation: Create week of themed activities, inform teachers, send home flier to families
Delivery System: Indirect Student Services: Collaboration

Random Acts of Kindness Week

Domain: Academic/Personal/Social/Emotional **Timeline:** February **Staff:** Counselor, teachers & administrators
Target Group: All students grades 3-6 **Duration:** N/A

Mindset: 1, 3
Objective: To promote and encourage kindness throughout the school community.
Description: Students & their families will learn about Red Ribbon week and be encouraged to participate in an activity each day. Secret Kindness Missions will be administered to each class.
Resources: randomactsofkindness.org
Behavior Standards: SMS 1, SS 2, 3, 4, 5, 9
Evaluation: Students will demonstrate healthy choices & decision making through various activities.
Preparation: Create week of themed activities, inform teachers, send home flier to families
Delivery System: Indirect Student Services: Collaboration

Transition Planning

Buddy Day

Domain: Academic/Personal/Social/Emotional **Timeline:** May **Staff:** Counselor, teachers & administrators
Target Group: All 6th Grade Students **Duration:** 3 hours

Mindset: 3
Description: Students from Vernon School will arrive at OBHS and be directed to the auditorium where they will be addressed by the principal and assistant principal. They will then be paired with a 7th grade buddy who will take them on a tour of the building and have lunch in the cafeteria.
Resources: Administrators, student volunteers
Behavior Standards: SMS 10, SS 2, 3
Evaluation: Student feedback
Preparation: Meet with Vernon 6th grade teachers and administration to plan dates, arrange for transportation of students, invite 7th grade volunteers, make arrangements with cafeteria staff.
Delivery System: Direct Student Services: Large Group Activities

6th-7th Grade Transition Night

Domain: Academic/Social

Timeline: May

Staff: Counselor, teachers & administrators

Target Group: All 6th Grade Parents

Duration: 1 hour

Mindset: 1
Description: Parents will be invited to view a presentation given by the Principal and Assistant Principals to provide an overview of the curriculum, sports and activities. Director of Guidance will speak about the role of the counselor.
Resources: Administrators, PowerPoint presentation
Behavior Standards: N/A
Evaluation: Parent feedback
Preparation: Secure auditorium, invite 6th grade parents, review and revise powerpoint
Delivery System: Indirect Student Services- Systems Support

Secondary Core Counseling Plan 7-12

Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
<i>Academic At-Risk Notification</i>			X	X	X	X	X	X	X	X		
<i>Annual Individual Progress Review</i>		X	X	X	X	X	X	X	X	X	X	
<i>Balancing Classes</i>	X									X	X	X
<i>Course Selection and Scheduling</i>					X	X	X	X	X	X	X	
<i>Cumulative Record Maintenance</i>		X	X	X	X	X	X	X	X	X	X	
<i>New Student Screening/Scheduling</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>PINS Petition</i>		X	X	X	X	X	X	X	X	X	X	
<i>PSAT Exam Administration</i>			X									
<i>Progress Report Review</i>			X		X			X		X		
<i>Report Card Review</i>				X			X		X		X	
<i>Scholarship Applications</i>		X	X	X	X	X	X	X	X	X	X	X
<i>Special Needs Standardized Test Accommodation Registration</i>		X	X	X	X	X	X	X	X	X	X	
<i>Student Schedule Adjustment</i>	X	X				X						
<i>Summer School Registration & Results Review</i>	X	X										

Academic At-Risk Notification Letters

Domain: Academic/Career Development
Target Group: Students at Risk of Failing

Timeline: November - May
Duration: Varies

Staff: Counselor, clerical staff

Mindset: 5
Description: At the end of each marking period, counselors send letters to the parents of students whose academic performance puts them in danger of failing a course required for graduation and to earn their high school diploma. The letter specifies the course(s) in questions and encourages the parents to contact the teacher(s) as well as provides resources for extra help. Parents are encouraged to contact the counselor if they have questions. A copy of the letter is kept in the student's permanent file.
Resources: Student report card
Behavior Standards: SL 6, SMS 6
Evaluation: Counselor monitoring and improved academic performance.
Preparation: Review report cards and progress reports, write the letter, prepare mailing
Delivery System: Direct Student Services: Individual Student Planning

Annual Academic Graduation Audit

Domain: Academic/Career Development
Target Group: All Students **Duration:** Varies

Timeline: September-June

Staff: Counselors

Mindset: 1
Description: The counselors will review each student's progress and, beginning in 9th grade, will complete an audit of each student's academic record. In addition to ensuring that each student has met basic graduation requirements, the counselors will make note of the type of diploma the student will earn based on Regents exams passed; Regents, Advanced Regents, Honors Designation, etc.
Resources: Final Report Card, Credit Check Form
Behavior Standards: N/A
Evaluation: On-time graduation
Preparation: Review report cards and complete credit check forms.
Delivery System: Direct Student Services: Individual Student Planning

Balancing Classes

Domain: Academic

Timeline: May-August

Staff: Counselors, Assistant Principal

Target Group: All Students

Duration: Varies

Mindset: 1
Description: Once the master schedule is complete, and all schedules have been reviewed, the Assistant Principal will identify those classes that have too many or too few students enrolled. The number of students will be adjusted by identifying whose schedules can be changes to allow for balance among all sections of a particular course.
Resources: Master Schedule, individual student schedules.
Behavior Standards: N/A
Evaluation: Final review of master schedule
Preparation: Review master schedule run, identify classes with large or low enrollment, review schedules to identify those that can be changed, make schedule changes.
Delivery System: Indirect Student Services - System Support

Course Selection and Student Scheduling

Domain: Academic/Career Dev.

Timeline: December-June

Staff: Director, Counselors, Assistant Principal

Target Group: All Students

Duration: Varies

Mindset: 1, 5
Description: Course catalogs are distributed in January and each student will meet with their counselor to complete a Course Selection Sheet. Counselors input courses, with teacher input, and elective choices into eSchool. Course requests and recommendations are made available on the Parent Portal to allow parents the opportunity to review their child's courses for the following year. Schedules will be released at the end of June giving the students and their families a chance to review and, if necessary make requests for schedule changes.
Resources: Master Schedule, individual student schedules
Behavior Standards: LS 1, 8
Evaluation: Student schedules reflect their interests and abilities.
Preparation: Prepare & update course catalog and Course Selection Sheets
Delivery System: Direct Student Services -Individual Student Planning

Cumulative Record Maintenance

Domain: Academic/Career Dev.

Timeline: September-June

Staff: Counselors, Clerical Staff

Target Group: All Students

Description: Initial student files are created at the time of registration in the school district. At the elementary level, student files are maintained by main office clerical staff. Upon receipt of the files in 7th grade at OBHS, the counselors, with support of the clerical staff are responsible for ensuring that all required documents are filed. Among other documentation, the cumulative file includes: report cards, progress reports, transcripts, standardized test results, parent correspondence, and summer school records. Upon graduation, the health file is retrieved from the Health Office and included in the cumulative file. As per New York State regulations, the entire file must remain intact for a period of six (6) years.

Resources: Student academic and other files

Behavior Standards: LS 1, 8

Evaluation: Cumulative files are available for inspection.

Preparation: Prepare initial file, maintain on-going file management

Delivery System: Indirect Student Services-Systems Support

New Student Screening and Scheduling

Domain: Academic/Personal/Social/Career Dev.

Timeline: December-June

Staff: Director, Counselors, Clerical Staff

Target Group: Newly Enrolled Students

Duration: 60-90 minutes

Mindset: 1, 3

Description: Newly enrolled students, and their parents, meet with their counselor as soon after registration as possible. Upon review of the student's file, the counselor will: provide an overview of New York State Curriculum and testing requirements, identify previously completed courses that meet New York State graduation requirements (9-12) and explain course options. A preliminary schedule that meets basic requirements for the appropriate grade level upon entry is developed. If necessary, the student is scheduled for assessments that will be used to determine placement. Counselors will provide the student and hi/her family with a tour of the building.

Resources: Student transcripts, eSchool

Behavior Standards: LS 8, SMS 10, SS 3

Evaluation: Student, parent and teacher feedback

Preparation: Review students file

Delivery System: Direct Student Services- Individual Student Planning

New Student Screening and Scheduling For ELL Students

Domain: Academic/Personal/Social/Career Dev.

Timeline: December-June

Staff: Director, Counselors, Clerical Staff

Target Group: Newly Enrolled ELL Students

Duration: 60-90 minutes

Mindset: 1, 3

Description: Prior to academic placement, a meeting takes place with the family, ELL coordinator, counselor and an interpreter. During this meeting school staff seek to gain an understanding of the student and family background and to provide the student and family with an understanding of the high school graduation requirements as set forth by NYS. The ELL Coordinator will arrange for students to be tested to ascertain their English proficiency level. This information, in addition to a review of prior academic records is considered when building a student schedule. Eligible ELL students receive credit for their native language which is shown on their Oyster Bay High School transcript. Counselors will provide the student and his/her family with a tour of the building.

Resources: Student transcripts, eSchool

Behavior Standards: LS 8, SMS 10, SS 3

Evaluation: Student, parent and teacher feedback

Preparation: Review students file

Delivery System: Direct Student Services-Individual Student Planning

Person In Need of Supervision Petition (PINS)

Domain: Academic/Personal/Social/Career Dev.

Timeline: September-June

Staff: Counselors, Social Workers, Administration

Target Group: Identified Students

Duration: 30 minutes and follow-up

Mindset: 1

Description: If, after numerous interventions with a student and his/her parents, a student continues to exhibit a serious failure to attend school, the counselor and/or social worker will reach out to the PINS Diversion program to report the concern. The Diversion Program is designed to allow a caseworker to intervene in a case to prevent it from becoming more serious. The counselor or social worker will provide the case worker with information pertinent to the individual case.

Resources: Student attendance records and report card, PINS referral form

Behavior Standards: SMS 6, SS 3

Evaluation: Improved student attendance and academic performance, identified students are attending school and are being provided with an opportunity to benefit from the instructional program.

Preparation: Review students attendance record, contact with parents, conference with principal

Delivery System: Direct Student Services- Referral Services

Progress Report Review

Domain: Academic/Personal/Social/Career Dev. **Timeline:** October-May **Staff:** Counselors
Target Group: All students **Duration:** 90 minutes (initial review of all reports)

Mindset: 1, 2, 5, 6
Description: At designated times throughout the school-year, the counselors will review all Progress Reports for the purpose of identifying at-risk students. Once identified, the counselor meets with the student to review the teacher's comments and to address the issue(s) that is/are contributing to the student's lack of progress. Depending on the severity of the issue(s), and after meeting with the student, the counselor will take any or all of the following steps: initiate contact with the parent or teacher, refer the student to Instructional Support Team (IST), request on-going teacher updates, and encourage extra-help.
Resources: Student Progress Report
Behavior Standards: LS 6, 7, 8 SMS 6, 8
Evaluation: Counselor and teacher monitoring, successful completion of all courses.
Preparation: Review Progress Reports, schedule student appointment.
Delivery System: Direct Student Services- Individual Student Planning

Report Card Review

Domain: Academic/Personal/Social/Career Dev. **Timeline:** November-April **Staff:** Counselors
Target Group: All students **Duration:** 90 minutes (initial review of all reports)

Mindset: 1, 2, 5, 6
Description: At the end of each marking period, the counselors will review all Report Cards, paying particular attention to the report cards of those who have previously been identified as being at-risk for failing one or more classes. For those that continue to be at risk for the purpose of identifying at-risk students. Once identified, the counselor meets with the student to review the teacher's comments and to address the issue(s) that is/are contributing to the student's lack of progress. Depending on the severity of the issue(s), and after meeting with the student, the counselor will take any or all of the following steps: initiate contact with the parent or teacher, refer the student to Instructional Support Team (IST), request on-going teacher updates, and encourage extra-help.
Resources: Student Progress Report
Behavior Standards: LS 6, 7, 8 SMS 6, 8
Evaluation: Counselor and teacher monitoring, successful completion of all courses.
Preparation: Review Report Cards, schedule student appointments, contact parents.
Delivery System: Direct Student Services- Individual Student Planning

Special Needs Accommodations Application for Standardized Testing

Domain: Academic

Timeline: On-Going

Staff: Counselors, School Psychologist

Target Group: Students with IEPs or 504 Plans

Duration: Varies

Mindset: 1
Description: At the conclusion of 8th grade Annual Review or 504 meeting, students and the parents/guardians are provided with an explanation of the College Board process for requesting testing accommodations, as well as a copy of the required consent to release documents required by the College Board. Upon receipt of the signed consent form, the counselor will create a Services for Students with Disabilities (SSD) account and complete the application. If documentation is required, the counselor will work with the parent to ensure documentation is obtained & submitted to College Board.
Resources: College Board SSD site, consent forms, supporting documentation
Behavior Standards: SMS 6
Evaluation: Approved students will use their respective testing accommodations when taking standardized tests.
Preparation: Provide parent/guardian with consent form, access to student's IEP or 504 Plan.
Delivery System: Direct Student Services -Individual Student Planning

Student Schedule Adjustment

Domain: Academic/Career Dev.

Timeline: August-September, January

Staff: Counselors

Target Group: All Students, as needed

Duration: Varies

Mindset: 1
Description: Once schedules are released on the Parent Portal, students will have the opportunity to fill out a Schedule Change Request Form to request changes. Summer School results are reviewed and schedules adjusted to reflect the courses in which the student should be enrolled. In addition, schedule change requests are reviewed and the counselors will advise students and parent/guardians as to the possibility of making the change. When necessary, counselors confer with department directors and/or supervisors.
Resources: Summer School results, schedule change request form, student schedules, master schedule (eSchool)
Behavior Standards: LS 1, 4
Evaluation: Student schedules reflect their interests and abilities.
Preparation: Review Summer School results and student schedule change requests.
Delivery System: Direct Student Services -Individual Student Planning

Summer School Registration

Domain: Academic, Personal/Social, Career Dev.

Timeline: June & July

Staff: Director, Counselors, Summer School Staff

Target Group: Identified Students

Duration: On-going

Mindset: 1

Description: Students who fail a course/Regents exam required for graduation are notified by their teachers and instructed to see their counselor. The counselor completes the summer school registration form and will provide the student and his/her parent/guardian with information regarding the registration process and specifics on Summer School dates & locations. Students wishing to retake a Regents exam are required to register as well. The Director will work directly with Summer School principal to ensure all courses needed by students are offered.

Resources: Final report cards, teacher failure notices, summer school application and registration material.

Behavior Standards: LS 3, 6

Evaluation: Review of Summer School results

Preparation: Review report cards and teacher failure reports, update Summer School Application and registration materials.

Delivery System: Direct Student Services -Individual Student Planning

Middle School Counseling Plan

Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
7th Grade Transition Conference		X										
8th Grade Transition Conference										X		
Baymen Day	X											
Naviance Lessons			X	X	X	X	X					
PSAT Exam Administration (8th)			X									

7th Grade Transition Conference

Domain: Academic, Personal/Social, Career Dev.

Timeline: September

Staff: Counselors, Clerical Staff

Target Group: 7th Grade Students

Duration: 40 minutes

Mindset: 1, 2, 4, 5, 6

Description: Transition meetings are scheduled at the start of the school year to give students an opportunity to meet with their respective counselor. Students will have an opportunity to share his/her experience so far in middle school, including any academic or personal goals the student may have. The counselor will review the student's schedule and ask how they are adjusting academically and provide support as needed. Additional agenda topics include, but are not limited to the following: the similarities and differences between middle and elementary school, the importance of goal setting, time management and of balancing one's schedule.

Resources: Conference agenda, report card, course recommendations.

Behavior Standards: LS 4, LS 6, LS 7, SMS 10

Evaluation: Student feedback, student adjustment to OBHS.

Resources: Report cards and progress reports

Delivery System: Direct Student Services: Individual Student Planning-Advisement

8th Grade Transition Conference and Annual Progress Review

Domain: Academic, Personal/Social, Career Dev.

Timeline: May

Staff: Counselors, Clerical Staff

Target Group: 8th Grade Students and Parents/Guardians **Duration:** 40 minutes

Mindset: 1, 2, 4, 5, 6
Description: Transition meetings are scheduled between January and May to allow each family an opportunity to meet with their respective counselor. A copy of the agenda is provided at the start of the conference, which begins with the student being asked to reflect on his/her experience in middle school, including any academic or personal goals the student identified in 7th grade. The counselor will review the student's progress, to date and go over end of year testing requirements for students enrolled in Regent level courses. Additional agenda topics include, but are not limited to the following: teacher recommendations for 9th grade courses and the student's elective choices, changes to career interests identified earlier, the similarities and differences between middle and high school, the importance of goal setting, time management and of balancing one's schedule. The structure of the high school counseling program will be reviewed, parent program offerings will be mentioned, and all will be advised to become familiar with the department website.
Resources: Conference agenda, report card, course recommendations.
Behavior Standards: LS 4, LS 6, LS 7, SMS 10
Evaluation: Student and parent feedback.
Resources: Report cards and progress reports
Delivery System: Direct Student Services: Individual Student Planning-Advisement

Baymen Day

Domain: Academic/Personal/Social/Emotional

Timeline: August

Staff: Counselor, teachers & administrators

Target Group: All 7th Grade Students

Duration: 1 hours

Mindset: 3
Description: Incoming 7th graders will arrive at OBHS and be directed to the auditorium where they will be addressed by the principal and assistant principal. They will then be given a copy of their schedule & a map of the building which they will use to self-guide themselves through their schedule as a practice.
Resources: Administrators, student volunteers
Behavior Standards: SMS 10, SS 2, 3
Evaluation: Student feedback
Preparation: Invite 7th grade students & their families, review & revise powerpoint.
Delivery System: Direct Student Services: Large Group Activities

Naviance Lessons

Domain: Career Development

Timeline: October-February

Staff: Counselors

Target Group: All Students in Grades 7-8

Duration: 30 minutes

Mindset: 4, 5 & 6

Objective: Students will complete a college & career activity on each grade level designed to help them explore their interests and see how their interests might be related to careers and college.

Description: During the lesson, students will complete an assessment to learn more about their strengths, weaknesses and interests. Lessons are: Cluster Finder (7), AchieveWorks Intelligences (8)

Resources: Naviance, worksheet for each lesson

Behavior Standards: LS 3, 7, SMS 3 & 5

Evaluation: Students will identify their personal learning style & a career interest.

Preparation: Schedule classroom visits with teachers, ensure all students have a Naviance account, print out worksheets.

Delivery System: Direct Student Service- School Counseling Curriculum

PSAT Exam Administration

Domain: Academic

Timeline: October

Staff: Director, Counselors, Teachers,
Clerical & Custodial Staff

Target Group: Parents & Students Grades 8

Duration: 90 minutes

Mindset: 1

Description: The PSAT Exam is administered in October and the Director of Guidance is the main administrator. The Assistant Principal for testing will work on room assignments for all students, including those with testing accommodations approved by the College Board. Prior to administration of the exam, each proctor will receive a set of instructions provided by the College Board, and all College Board procedures will be followed. The teacher is responsible for the administration of the exam in his/her room and for the safe return of all testing materials. At the completion of the exam, the administrator accounts for all material, prepares the exams for shipment back to the College Board and secures the exam books. Scores will be released online to all students who will create a College Board account.

Resources: College Board Administrator's Manual, College Board SSD Site, PSAT Exam materials, pencils & calculators

Behavior Standards: LS 6, 9

Evaluation: Successful administration to all students taking the exam and exam material returned to ETS by required date.

Preparation: Order PSAT Testing material, including material for students with special needs. Upon arrival, verify accuracy of testing material and ensure that all testing material is kept in a secure location. Secure proctors, designate rooms and assign students to testing rooms. Post room assignments and notify students with accommodations where to report. Send home mailings to inform parents/guardians. After testing: return all testing material, complete test report and complete and sign time sheets.

Delivery System: Direct Student Services- Individual Student Planning

High School Counseling Plan

Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
11th Grade Student/Parent Night						X						
Alumni Day						X						
Annual Individual Progress Review							X	X	X	X		
BOCES Applications						X	X	X	X	X	X	
Student/Parent Brag Sheets							X	X	X	X	X	
College Application Processing		X	X	X	X	X	X					
College Mini-Fairs		X										
College Representative Info Sessions		X	X	X	X							
Common Application Bootcamp	X											
CSE Annual Review Meetings							X	X	X	X	X	
Follow-Up College Planning Conf.		X	X	X								
Mid-Year & Final Grade Submission												
Naviance Account Maintenance	X	X	X	X	X	X	X	X	X	X	X	
Naviance Lessons			X	X	X	X	X					
NCAA Eligibility Center School Account Maintenance	X	X										X

High School Counseling Plan (Continued)

Calendar												
	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
On-Site College Admissions			X	X	X							
Post-Secondary Planning Conferences							X	X	X	X		
PSAT Exam Administration			X									
PSAT Score Review Night					X							
Scholarship Applications		X	X	X	X	X	X	X	X	X	X	
Scholarship Committee/Awards Ceremony							X	X	X	X		
Senior Family College Info Night		X										
State Education Reporting											X	

11th Grade Student/Parent Night

Domain: Academic, Career Development
Target Group: 11th Grade Parents/Guardians

Timeline: January
Duration: 90 minutes

Staff: Counselors, Clerical Staff

Mindset: 1
Description: Parents/guardians are invited to attend the 11th grade parent night, which is held each year in January. The program begins with an introduction of college admissions representatives who will briefly talk about their school and is followed by a PowerPoint presentation which, in addition to other topics, will detail the following: an overview of the applications types, admission deadlines, what colleges are looking for, a timeline of 11th grade activities, including group meetings and family conferences.
Resources: College Admissions Representatives, PowerPoint presentation, Post-Secondary Guide, handouts.
Behavior Standards: N/A
Evaluation: Parent & student feedback
Preparation: Reach out to reserve college admissions representatives, review/revise PowerPoint presentation, review/revise and print College Planning Guide, prepare handouts, request technical and custodial assistance.
Delivery System: Indirect Student Services - System Support

Alumni Day

Domain: Academic
Target Group: All 12th Grade Students

Timeline: January
Duration: 1 period

Staff: Director, counselors

Mindset: 1, 6
Description: Recent graduates are invited back to meet with seniors during the school day. Alumni will visit 12th grade English classes to discuss their college experiences and answer questions seniors may have.
Resources: Invitation to recent graduates, email to teachers.
Behavior Standards: LS 9, SMS 1, 2, 9, 10, SS 9
Evaluation: Student feedback
Preparation: Contact recent graduates, list of questions for seniors, contact teachers to reserve class time.
Delivery System: Indirect Student Services- Systems Support

Annual Individual Progress Review

Domain: Academic, Personal/Social
Target Group: All Students

Timeline: February - May
Duration: 40 minutes

Staff: Counselors, Clerical Staff

Mindset: 1, 3, 5, 6
Description: To get to know the student, the counselor will conduct an interview and the student will be asked a series of questions intended to assist the counselor in getting to know, among other things, the student's academic, personal and future career interests. The student will be asked to identify his/her strengths and weaknesses to provide the counselor with an opportunity to make recommendations related to seeking support, if needed. The counselor will also ask the student about his/her family background, involvement in school activities, and goals for the future. The counselor will review the student's schedule of classes and ask the student to reflect on his/her/their experience in high school.
Resources: Student schedule, report card, progress report
Behavior Standards: LS 4, 6, 8, SMS 6 (if applicable)
Evaluation: Student feedback, student monitoring.
Preparation: Schedule individual student appointments, prepare student passes, review student schedule and previous academic history.
Delivery System: Direct Student Services: Individual Student Planning

Board of Cooperative Education Services (BOCES) Applications

Domain: Academic/Personal/Social/Emotional
Target Group: All Interested Students

Timeline: January - June
Duration: 1 hour

Staff: Counselors, administrators, health office staff

Mindset: 1
Description: When students identify their interest in participating in a vocational program, they are asked to complete an OBHS Application which is then reviewed by a committee of counselors & administrators. Once approved, the counselor then completes the BOCES application online and submits required documentation including: attendance report, transcripts, report card, immunization record.
Resources: BOCES application, OBHS Application, transcript, report card, attendance and immunization records.
Behavior Standards: LS 4
Evaluation: The successful enrollment of students in their chosen/recommended program.
Preparation: Complete applications, secure all required documentation.
Delivery System: Direct Student Services - Individual Student Planning

Brag Sheets & Teacher Letter Requests

Domain: Academic, Personal/Social, Career Dev.

Timeline: May - June

Staff: Counselors, Clerical Staff

Target Group: All Students

Duration: 60 minutes

Mindset: 1, 4

Description: The Brag Sheets & Teacher Letter Requests are explained to each student during their Junior Conference and are available on their Naviance account. It includes three documents: the Student Brag Sheet, Parent Brag Sheet and Teacher Recommendation Information Profile. The Student Brag Sheet is a document consisting of short answer questions designed to gather information specific to each student's high school experiences, current and future interests, personal insights and accomplishments, among other topics. The Parent Brag Sheet consists of questions which ask parents/guardians to provide reflections on their child's growth and or accomplishments. The Teacher Recommendation Information Profiles are provided for the student to give to two to three teachers to ensure the teacher has agreed to write a letter of recommendation.

Resources: Naviance, Student Brag Sheet, Parent Brag Sheet, Teacher Appraisal Forms.

Behavior Standards: LS 1, SMS 1

Evaluation: Completed Letter of Recommendation.

Preparation: Review and revise the Brag Sheets, Teacher Letter of Recommendation Request Forms

Delivery System: Direct Student Services: Individual Student Planning

College Application Processing

Domain: Academic, Career Development

Timeline: September - February

Staff: Counselors, Clerical Staff

Target Group: All Seniors

Duration: Varies

Mindset: 1

Description: Specific procedures are put in place and implemented for the processing of all college applications. These procedures include: instructions provided to all seniors, instructions to faculty regarding uploading of letters of recommendation to Naviance and procedures for processing application materials by both counselor and clerical staff. Students are instructed to submit a Golden Ticket Form for each college they apply to. Counselors will complete their part of the application process based on the deadlines for each application. Mid-year reports will be sent to each college applied to at the end of January and marking period 1 grades may be sent upon request. Students are asked to report the results of each of their applications to keep Naviance data accurate. Upon request, the counselors will contact the admissions representative at a school to which the student was deferred under any early option or, in the spring, to a school where a student has been wait-listed. At the completion of the year, final transcripts are submitted to the school in which each student will enroll in the fall.

Resources: Golden Ticket Forms, Common Application, FERPA, letters of recommendation, transcripts.

Behavior Standards: N/A

Evaluation: Students receive admissions decisions from schools to which they have applied.

Preparation: Review and Revise Golden Ticket, update Naviance accounts, prepare forms & letters for each student.

Delivery System: Direct Student Services- Individual Student Planning

College Mini-Fairs

Domain: Academic/Career Dev.

Timeline: September

Staff: Counselors, Clerical Staff

Target Group: All 11th & 12th Grade Students

Duration: 90 minutes per fair

Mindset: 1, 4
Description: Oyster Bay High School sponsors a series of min-fairs each fall. Colleges and universities are contacted and provided with the schedule for each session. Representatives contact the Counseling Center to request a date on which they can participate. Students are encouraged to attend the mini-fairs for the purpose of gathering information from and asking questions of the visiting college representatives.
Resources: Mini-fair master schedule, signs for each school.
Behavior Standards: LS7, SMS 1, 5, SS 9
Evaluation: Student and College Rep feedback, student participation.
Preparation: Invitation sent to colleges and universities, notify custodial staff of table set up, notify security of number of visitors, advertise the fairs to students, notify staff.
Delivery System: Indirect Student Services- Systems Support

College Representative Information Sessions

Domain: Academic

Timeline: September-December

Staff: Director, Counselors, Clerical

Target Group: All 11th & 12th Grade Students

Duration: 40 minutes

Mindset: 1, 4
Description: Representatives from various colleges and universities will contact the Counseling Center to set up visits at OBHS. During these sessions, the college representatives will have an opportunity to provide an academic and social overview of the college, and discuss specific college application policies and/or procedures. Students are invited to ask questions. A counselor will attend the session and complete a college update sheet which is shared with all counselors for informational purposes.
Resources: College Information Sheet, schedule, materials provided by presenter.
Behavior Standards: LS7, SMS 1, 5, SS 9
Evaluation: Student and College Rep feedback, student participation.
Preparation: Advertise the visits to students, set up meetings with college representatives, schedule counselors to attend & reserve space.
Delivery System: Indirect Student Services- Systems Support

Common Application Bootcamp

Domain: Academic/Career Dev.

Timeline: December

Staff: Director, counselors

Target Group: Parents & Students Grade 11

Duration: 90 minutes

Objective: To provide an overview of the college admissions process.
Description: The Director of Guidance and counselors will encourage all seniors to attend a workshop designed to accomplish the following goals: Creation of Common Application account, linking Common App to Naviance accounts, complete the FERPA, add colleges of interest to Common Application, complete all sections of the application. A college admissions representative will be present to help review, revise and provide feedback on student's essays.
Resources: Commonapp.org, Naviance, Common App Bootcamp PowerPoint & handouts, college admissions representative.
Behavior Standards: N/A
Evaluation: Parent feedback
Preparation: Advertise and invite students to attend, schedule college representative to attend, inform custodial staff of use of the library.
Delivery System: Indirect Student Services- Systems Support

CSE Annual Review Meetings

Domain: Academic, Social/Personal/Career Dev.

Timeline: June

Staff: Counselors, Primary Teachers, Clerical Staff

Target Group: Students with Classified Disabilities

Duration: 40 minutes

Mindset: 1, 4, 5, 6
Description: Meetings are conducted by Special Services and are attended by the student, parent/guardian, counselor and the primary teacher or other service provider. During the meeting, we will review the student's academic progress in relation to goals met throughout high school. If mandated counseling was included in the student's IEP, the service provider will review the goals achieved. The counselors will make recommendations, related to the student's transition to college, vocational school, work, or whatever the next step is for the student, for the purpose of ensuring that the student's transition is a smooth and successful one.
Resources: IEP Direct, student's academic documents
Behavior Mindset: LS 4, 6, 7, 9, SMS 10, SS 3, 8,9
Evaluation: Student and parent feedback, successful completion of courses
Preparation: Review report card, course selection, attendance record
Delivery System: Direct Student Services - Individual Student Planning

Follow-Up Planning Meetings

Domain: Academic, Personal/Social, Career Dev. **Timeline:** September-November

Staff: Counselors

Target Group: All 12th Grade Students

Duration: 40 minutes

Mindset: 1, 2, 4

Description: The counselors schedule full period appointments with all 12th grade students and their families. Counselors will review the final steps of the application process and help finalize the list of colleges that students will apply to based on their preferences and academic profile. Students will be given Golden Ticket Forms and told how to send standardized test scores. They will also be reminded to speak to teachers regarding letters of recommendation.

Resources: Golden Ticket Forms, Naviance, College Planning Guide.

Behavior Standards: LS 1,7,9 SMS 1, 5

Evaluation: Student applications will be reviewed by admissions committees on college level.

Preparation: Schedule student meetings, contact parents to invite them to attend, have copies of Golden Ticket.

Delivery System: Direct Student Services- Individual Student Planning

Mid-year and Final Grade Submission

Domain: Academic

Timeline: January - February

Staff: Counselors, Clerical Staff, Technology Staff

Target Group: All 12th Grade Students

Duration: 40 minutes

Mindset: 2, 5, 6

Description: At the midpoint of the year, senior report cards are processed and submitted to each college to which a student has applied. The counselors review each report card to ensure that all grades have been entered. If a student's report card indicates an incomplete or missing grade, the counselor will contact the subject teacher, who is required to enter a grade. Prior to submissions, all comments are removed from each student's report card. Along with the director, the members of the clerical staff will share in the process of individually uploading report cards to Naviance. At the same time, the counselors will prepare and upload the Common Application mid-year report form, which must be completed in order to submit copies of the mid-year grades. When all documents have been up-loaded to Naviance, the counselors will submit the documents to each college. At the completion of the year, the final transcript is forwarded to the student's attending college.

Resources: Student report cards, Common Application Mid-Year Report, Naviance, Common Application Final Report.

Behavior Standards: LS 6, 8

Evaluation: The timely delivery of all mid-year application material.

Preparation: Review report cards and final transcripts, complete Common Application mid-year forms & final forms, ensure the completeness of each report card and/or final transcript, remove comments from report cards.

Delivery System: Direct Student Services: Individual Student Planning

Naviance Account Maintenance

Domain: Academic, Personal/Career Dev.
Target Group: All Students 9-12

Timeline: On-going **Staff:** Director, Counselors, Clerical Staff, Technology Dept.
Duration: Varies

Mindset: 1
Description: Naviance accounts are created for each student by rolling over demographic information from eSchool. The counselors ensure that: each student is given an access code, the account is activated, and counselor assignments are accurate. Student academic data is refreshed annually and SAT/ACT data is uploaded when received. Accounts are created for newly enrolled students and, likewise, accounts are deleted for those who transfer from the district. Faculty accounts are created to facilitate the transmission of college recommendations and teacher reports. User roles are assigned to the various user groups and settings are reviewed annually and revised.
Resources: Naviance, student records, College Board and SAT records
Behavior Standards: N/A
Evaluation: Naviance user feedback
Preparation: Rollover student data from eSchool, create and disseminate student accounts, upload standardized test scores, create faculty accounts
Delivery System: Indirect Student Services: Systems Support

Naviance Lessons

Domain: Career Development
Target Group: All Students in Grades 9-11

Timeline: October-February **Staff:** Counselors
Duration: 30 minutes

Mindset: 4, 5 & 6
Objective: Students will complete a college & career activity on each grade level designed to help them explore their interests and see how their interests might be related to careers and college. Students will also research colleges and begin to learn about schools that interest them.
Description: Each grade will have their own specific activity designed for their age. During the lesson, students will complete an assessment to learn more about their strengths, weaknesses and interests. Lessons are: AchieveWorks Personality (9), Career Interest Profiler (10), Career Key (11 Classified Students only.)
Resources: Naviance, worksheet for each lesson.
Behavior Standards: LS 3, 7, SMS 3 & 5
Evaluation: Students will identify their personal learning style & a career interest.
Preparation: Schedule classroom visits with teachers, ensure all students have Naviance account, print out worksheets.
Delivery System: Direct Student Service- School Counseling Curriculum

NCAA Eligibility Center School Account Maintenance

Domain: Academic

Timeline: May - July

Staff: Director

Target Group: All Students

Duration: Varies

Mindset: 1, 2, 5
Activity: Descriptions of new/revised course offerings must be submitted to the NCAA Eligibility Center to determine if they meet NCAA academic requirements to be included on the school's list of approved courses. Approved courses are the only courses that can be used to determine a potential athlete's GPA, which is used with the student's standardized test scores to determine eligibility to participate in Division I and II athletic programs.
Resources: NCAA school account, course syllabi
Behavior Standards: LS 6, 10 SMS 2, 5, 8
Evaluation: The Oyster Bay High School list of approved courses is updated on an annual basis and student transcripts are interpreted correctly.
Preparation: Obtain copies of course update and new course description, upload and submit documents to the NCAA through the Oyster Bay NCAA portal.
Delivery System: Indirect Student Services - Systems Support

On-Site College Admissions

Domain: Academic

Timeline: October-December

Staff: Director, Counselors, Clerical

Target Group: All 12th Grade Students

Duration: 40 minutes

Mindset: 1, 4
Description: Representatives from various local colleges and universities will set up dates to come to OBHS where they will be able to meet with students who applied to their school. The representatives will review the application, transcript & supporting documents and give an admissions decision that day to students.
Resources: College Information Sheet, schedule, materials provided by presenter.
Behavior Standards: LS7, SMS 1, 5, SS 9
Evaluation: Student acceptance into college.
Preparation: Advertise the visits to students, set up meetings with college representatives & reserve space.
Delivery System: Indirect Student Services- Systems Support

Post-Secondary Planning Meetings

Domain: Academic, Personal/Social, Career Dev. **Timeline:** February- May **Staff:** Counselors
Target Group: All 11th Grade Students **Duration:** 40 minutes

Mindset: 1, 2,3,5,6
Description: The counselors schedule full period appointments with students and their families. Counselors will review the application process and do a personalized college search to help students craft a list of potential colleges based on their preferences and academic profile. Each student will also be given a College Planning Guide which has information pertinent to the College Application process.
Resources: Junior Family Meeting sheet, Naviance, College Planning Guide.
Behavior Standards: LS 1,7,9 SMS 1, 5, 10, SS 3
Evaluation: Student acceptance into college.
Preparation: Schedule student meetings, contact parents to invite them to attend, have copies of College Planning Guide available.
Delivery System: Direct Student Services- Individual Student Planning

PSAT Exam Administration

Domain: Academic **Timeline:** October **Staff:** Director, Counselors, Teachers, Clerical & Custodial Staff
Target Group: Parents & Students Grades 8-11 **Duration:** 90 minutes

Mindset: 1
Description: The PSAT Exam is administered in October and the Director of Guidance is the main administrator. The Assistant Principal for testing will work on room assignments for all students, including those with testing accommodations approved by the College Board. Prior to administration of the exam, each proctor will receive a set of instructions provided by the College Board, and all College Board procedures will be followed. The teacher is responsible for the administration of the exam in his/her room and for the safe return of all testing materials. At the completion of the exam, the administrator accounts for all material, prepares the exams for shipment back to the College Board and secures the exam books. Scores will be released online to all students who will create a College Board account.
Resources: College Board Administrator's Manual, College Board SSD Site, PSAT Exam materials, pencils & calculators
Behavior Standards: LS 6, 9
Evaluation: Successful administration to all students taking the exam and exam material returned to ETS by required date.
Preparation: Order PSAT Testing material, including material for students with special needs. Upon arrival, verify accuracy of testing material and ensure that all testing material is kept in a secure location. Secure proctors, designate rooms and assign students to testing rooms. Post room assignments and notify students with accommodations where to report. Send home mailings to inform parents/guardians. After testing: return all testing material, complete test report and complete and sign time sheets.
Delivery System: Direct Student Services- Individual Student Planning

PSAT Score Review Night

Domain: Academic//Career Dev.

Timeline: December

Staff: Director

Target Group: Parents & Students Grades 8-11

Duration: 90 minutes

Objective: To provide an overview of the standardized exams required for college admissions & explain PSAT score results.

Description: The Director of Guidance will work in conjunction with an outside test prep company (Method Learning) to provide parents with an overview of the current testing policies of colleges and universities throughout the country. Topics will include: an explanation of PSAT results, the National Merit Scholarship Program, a comparison of ACT & SAT and tips on preparing. Parents will be provided with information about Fair Test and “Test Optional” schools and will have an opportunity to ask questions..

Resources: Outside presenter, PowerPoint

Behavior Standards: N/A

Evaluation: Parent feedback.

Preparation: Contact outside presenter to schedule the program, reserve library.

Delivery System: Indirect Student Services- Systems Support

Scholarship Applications

Domain: Academic, Personal/Social, Career Dev.

Timeline: January - June

Staff: Counselors, Clerical Staff

Target Group: Self- Identified Students

Duration: Varies

Mindset: 1

Description: Upon request, clerical staff will provide students with applications that are kept in the Counseling Center. Counselors will help students complete applications and give them required documentation (letters of recommendation, transcripts, etc.)

Resources: Scholarship application, student records.

Behavior Standards: LS 10

Evaluation: Timely submission of applications.

Preparation: Provide students with applications, complete application, provide letter of recommendation & transcripts.

Delivery System: Direct Student Services -Individual Student Planning

Scholarship Committee/Awards Ceremony

Domain: Academic **Timeline:** March - May **Staff:** Director, Counselors, Teachers, Administrators, Sponsors, Clerical Staff
Target Group: Senior Award Recipients, Administrators, Scholarship **Duration:** 10 hours **Awards Ceremony:** June 3 hours

Mindset: 1, 5, 6
Description: Each year the counselors are asked to participate on a committee that is charged with identifying students who meet the criteria established for certain scholarships/awards. Along with teacher volunteers, the counselors meet to discuss the merits of certain students as related to certain scholarships. Depending on the nature of the award, the committee will recommend students for consideration by the sponsoring agency or will vote among themselves to choose an award recipient. At the awards ceremony, the counselors are active participants in the program, as they act as presenters for various awards.
Resources: Scholarship/award criteria, student academic and community service records, individual awards
Behavior Standards: LS 6, LS10, SMS 8
Evaluation: The successful execution of the senior awards ceremony.
Preparation: Contact sponsors to update the list of scholarships and awards, update community service files, solicit committee members from the faculty, schedule committee meetings, prepare individual files for committee members, provide department coordinators with a list of their respective awards, reserve the auditorium, enlist technical and custodial support.
Delivery System: Indirect Student Services: Systems Support

Senior College Information Night

Domain: Academic/Career Dev. **Timeline:** September **Staff:** Director, counselors
Target Group: Parents & Students Grade 12 **Duration:** 90 minutes

Objective: To provide an overview of the college admissions process.
Description: The Director of Guidance will provide parents with an overview of the college admissions policies of colleges and universities throughout the country. Topics will include: types of applications, deadlines, what colleges look for in applicants, timelines for college admissions process, the college essay and procedures for completing college applications
Resources: PowerPoint, handouts.
Behavior Standards: N/A
Evaluation: Parent feedback.
Preparation: Invite families, update PowerPoint, reserve library.
Delivery System: Indirect Student Services- Systems Support

State Education Reporting

Domain: Academic, Career Development

Timeline: May - June

Staff: Counselors, Clerical Staff

Target Group: All Students

Duration:

Mindset: 5

Description: At the completion of the school year, the counselors are required to update eSchool with information related to the post-secondary plans of each graduating senior. In particular, the data includes the type and location of the attending school, which is entered directly by the counselors. In addition to post-secondary plans, the counselors will provide information relative to each student's diploma type and any diploma distinctions the student may have earned, such as, distinctions in math, science, or both. This information is also collected on a master spreadsheet and forwarded to the department of technology.

Resources: eSchool Data, individual student audit cards

Behavior Standards: N/A

Evaluation: Transmission of an accurate Cohort Report to SED

Preparation: Complete graduation of audits for purposes of identifying diploma type and distinctions earned, review Naviance files

Delivery System: Indirect Student Services: Systems Support