Pupil Personnel Services
Comprehensive Guidance Plan

Counselor
Educator
Advocate
Supporting the Whole Child

77 Landau Avenue
Floral Park, NY 11001
www.sewanhakaschools.org

Approved by the Board of Education
October 30, 2018
SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT
2018-2019

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ABSTRACT

The Sewanhaka Central High School District Pupil Personnel Services (PPS) Guidance Plan is a comprehensive, developmental and diverse program that is designed to meet the needs of all students. All members of the PPS staff work closely to provide its students with academic, social and emotional counseling to support them on their path to adulthood.

This Guidance Plan illustrates strategies, techniques, programs and resources used to ensure students’ progress and achievement of academic goals while highlighting the necessary soft skills required to be competitive in today’s global workforce. It also highlights pathways to academic success along with the essential personal, social and emotional components which form the foundation for a productive future.

One of the main objectives of the PPS Department staff is to empower students to become independent and productive lifelong learners. This is accomplished by providing developmentally age-appropriate program providing academic, social, emotional, and college and career counseling services. The belief that all students can achieve academic success is a cornerstone of the program.

Each PPS Department within the five schools of the Sewanhaka Central High School District consist of support staff that play a pivotal role in providing the necessary supports to our student body throughout their middle and high school years.

School counselors, school psychologists, and school social workers provide direct counseling services to students. Just as importantly, guidance objectives are incorporated into curriculum, special activities, school policies and practices. Activities are designed to coordinate services for students, communicate with parents and families, and provide options that support the academic, social and emotional development of the whole child.

Our school counselors serve as liaisons between students, parents, teachers and administrators. They work closely with the teachers and students to help all children meet their potential. As student advocates, counselors work from a developmental approach to foster positive relationships among students, parents, teachers and administrators.

Our school psychologists work with students, staff and parents to help maximize the academic, social and emotional development of students. They conduct comprehensive diagnostic evaluations for students who need additional services and facilitate group and individual counseling sessions on a mandated and non mandated basis as needed.

Our school social workers collaborate with building stakeholders to support students’ social, academic and emotional growth. To this end, small groups and individual counseling are facilitated throughout the year focused on various social-emotional skills and issues. They also serve as liaisons to community resources and are responsible for referring our families to local agencies.

As a result of the many challenging and complex academic mandates as well as the increasing amount of social pressures faced by today’s adolescent, the role of the PPS staff professional continues to evolve. As a team, we are committed to creating a hostile free environment that is conducive to student development, achievement and social and emotional growth and success for all.
Sewaneka Central High School District
Pupil Personnel Services (PPS)
COMPREHENSIVE GUIDANCE PLAN OVERVIEW

The goal of a comprehensive District Guidance Plan is to take a preventive, instructional approach in providing counseling and guidance activities to achieve success for all students. This success required this plan be designed so that students may acquire the competencies that all students necessary to ensure academic and social success now and in the future. This plan describes the extensive network of programs, resources and services that the Sewanhaka PPS staff provides for district students and parents. While this is a comprehensive plan, the objectives and strategies outlined are by no means exhaustive of the day to day activities of the PPS staff.

Our students are living through some of the most difficult and turbulent times in a complex and challenging world. Issues such a drug and alcohol abuse, depression, economic disadvantage, immigration, sexuality, violence and mental health all underscore the need for dedicated advocates who can help students navigate their way to success. In addition, students are required to meet the rigorous and ever changing graduation requirements established by the New York State Department of Education. These circumstances require that students and PPS Personnel engage in an effective learning relationship. Students will acquire the attitudes, knowledge, skills, and behaviors that contribute to effective learning in school and throughout their lives. In addition, it is expected that students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options. The mission of every member of the SCHSD PPS team is to provide the academic and personal support necessary to attain these objectives.

In order to provide district families with optimal student support services, Sewanhaka Central High School District is fortunate to have a comprehensive Pupil Personnel Services (PPS) Staff comprised of school counselors, school psychologists, social workers, speech teachers, school nurses and attendance teachers. Each of the five buildings within the district has a team of the above mentioned student support professionals, lead by the Chairperson of Pupil Personnel Services.
Part One:

Student Advisement and Post Secondary Planning

Student advisement incorporates a diverse delivery of support services to students. A major emphasis is to assist students in grades 7-12 plan their academic and career goals. Counselors utilize various methods and resources to best advise students about their academic programs and future career goals. These activities are paramount and carefully planned and coordinated to reinforce all other counseling activities.

Students seeking career pathways other than college are provided with numerous resources and opportunities throughout their educational career. School Counselors maintain consistent communication with students, families, and real world representatives to provide advisement and develop a career plan for all students.

Activities in this section include:

- Annual Review Conferences: Grades 7-12
- College and Career Exploration
- Academic Scheduling
**PART I: Student Advisement and Post-Secondary Planning**

**Annual Review Conferences: Grades 7-12**

**Objective:** Provide an annual review of each student's educational progress and career plans.

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<tr>
<th>Strategy</th>
<th>Resources</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>• Counselors consult with students; parents or guardians, to review</td>
<td>Report Cards</td>
<td>• Students and parents will be aware of subjects and credits needed to meet diploma requirements as stated by the New York State Department of Education.</td>
</tr>
<tr>
<td>academic progress in correlation to NYS Graduation standards. Concurrent</td>
<td>Progress Reports</td>
<td>• Students and parents will be aware of the varying criteria required for Regents diploma with Advanced Designation, Regents and Local diploma.</td>
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<tr>
<td>documentation such as course selection, credits earned, extracurricular</td>
<td><em>Unofficial</em> Transcript</td>
<td>• Students will be encouraged to utilize school resources to improve academics.</td>
</tr>
<tr>
<td>activities, awards and certificates, standardized assessments, interest</td>
<td>IEPs /504 Plan</td>
<td>• Students will understand how their academic courses relate to their career plans and identify areas of their career interests.</td>
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<tr>
<td>inventories, and an overview of the Post-Secondary Planning Process are</td>
<td>Student Resume</td>
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<tr>
<td>discussed.</td>
<td>Four Year Planning Documents</td>
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<td></td>
<td>College Exploration</td>
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<td>PSAT10, PSAT, New SAT, SAT Subject</td>
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<td></td>
<td>Tests, ACT, SAT/ACT Exam dates</td>
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<td>Collegeboard intro/Review</td>
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<td>In-District Test Prep/tutoring</td>
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<td>Opportunities</td>
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<td>Course Catalogue</td>
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</table>
### PART I: Student Advisement and Post-Secondary Planning

**College and Career Exploration: Grades 7-12**

**Objective:** School Counselors provide individual, small, and large group interventions; while performing coordinated classroom and after-school presentations, to help students develop an awareness for post-secondary education, the world of work, explore career opportunities and relate personal skills, aptitudes, and abilities to future career.

<table>
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<tr>
<th>Strategy</th>
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</table>
| *Administer Naviance Family Connections- Learning Style Inventory to 7th grade students to assist in student awareness of learning and working styles.* | Learning Styles Inventory (Naviance)  
Family Connection: Career Surveys  
NYS Assessment Results  
Naviance: Explore Careers & Clusters  
Naviance: Do What You Are  
Naviance: Career Interest Profiler  
Naviance: Cluster Finder | *Survey results will identify personal preferences leading to a productive approach to learning that meets individual student needs.*  
*Students will learn to identify their environmental, emotional, sociological and physical preferences to create their best possible learning environment at school and home to improve academic performance (Naviance_AchieveWorks).*  
*Personal data results will enable students to discover accurate pathways in capitalizing on their success and discover what appropriate steps are necessary as they continue building on their strengths.*  
*Counselors will use multiple college and career search tools to aid the development of college lists and steps to reaching their desired post high school plan.*  
*Student’s college and career awareness development will build from collaboration amongst students, families, and educational stakeholders from statewide testing, mini |

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3
• Counselors will evaluate and provide interpretation of results to students, parents, teachers, and any other necessary stakeholder.

• Students and Counselors use various forms of technology and communication techniques to explore colleges and careers.

• Students explore Careers and interests via multiple surveys and exploration activities that will allow them to analyze personal interests and how they pair up with potential career paths.

- Students receive various in school opportunities throughout September-December to meet with College Admissions representatives; including a SCHSD College Fair.
- Students engage in On-Site Admissions Day interviews throughout the year.

| Use of various Naviance Resources such as: |
| ✦ College Supermatch Scattergrams |
| ✦ College Maps |
| ✦ College Match |
| ✦ College Compare |

| District Wide College Fair |
| College Admissions Representatives |

• Students will learn about various majors and educational opportunities from colleges and universities via open forum presentations and discussion with admissions representatives. Networking is encouraged as these admissions counselors serve as liaisons for particular schools and points of contact for SCHSD Counselors and students.

• Students will receive opportunities to meet with local 2-year and 4-year college/university representatives for an onsite admissions interview. Students will be exposed to a formal career awareness fairs, field trips, and in-school presentations.
• Distribute Career Education Newsletter and Grade Level Newsletters to parents and students

• Students participate in Career awareness fairs, field trips, and in-school presentations from local companies, Military Recruiters.

• Students with disabilities meet with representation to discuss resources available to meet their academic, social and emotional needs.

• Career Expo assemblies to 9th and 10th grade students to view District Career and Technical Educational offerings.

• Counselors work with students, families, and Financial Aid Officers to complete various; necessary tasks, for completing the Free Application for Federal Student Aid and other avenues for Financial Aid opportunities.

• Newsletter-SCHSD Website

• Military Representation Career trained (certified) educators

• Acces-VR appointments

• PPS Department members who serve as District CTE liaisons.

• Scholarship Bulletin
HESC website
FAFSA/CSS Profile
College financial aid reps
Financial Aid Night

• Various Financial Aid opportunities are presented throughout the entire school year and students are educated on a process that will transcend beyond high school and into higher education.

• Students who may not be collegebound or unsure of their career path are exposed to various post high school opportunities outside of higher education.

• Interview process to practice soft skills such as, preparedness, punctuality, relationship building, and professionalism.
PART I: Student Advisement and Post-Secondary Planning  
Academic Scheduling: Grades 7-12

Objective: To provide students with assistance in developing a schedule of courses that meet their academic needs, to support their educational and career goals, and to enable them to meet NYS Graduation requirements as they pursue either an Advanced Regents or Regents Diploma.

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</table>
| - Individual scheduling conferences with students to make appropriate academic course selections and placement for the following school year. | E-School  
SCHSD Course Catalog  
Course Selection Sheet  
Teacher Recommendation  
Board Policy | - Students will understand the scheduling process as they sit; individually, with their assigned counselor to select their schedule for the following year. Students are advised on what courses they need and are appropriate for their post-secondary education.  
- Students will select their courses for the following school year based on consistent conversation with their school counselor as to what courses are pertinent to their educational goals. Students are able to select courses aligned with credits they've earned, outstanding credits necessary for graduation, courses they're eligible to take, and courses they have been recommended for. |
| - Via classroom presentations, counselors review grade level requirements for New Standards of Graduation, an outline of a typical schedule, and are provided an opportunity to have input on course requests for the following school year. | NYS Regents Exams  
Attendance  
Discipline Reports | |
<p>| - Career/Vocational opportunities are | District CTE program applications | |
| | | - Students will grasp the course selection process and options for whom of which are seeking real |</p>
<table>
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<tr>
<th>Provided to students looking to pursue a real world certification</th>
<th>Transcripts ‘Evaluating Foreign Transcripts’ manual</th>
</tr>
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<tbody>
<tr>
<td>- Counselors program new entrants for appropriate courses necessary for graduation</td>
<td></td>
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<tr>
<td>- Discuss course selections based on PSAT results, preparation for SAT and SAT Subject Test, ACT, and AP Exams</td>
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</table>

-世界 certifications in specific vocational opportunities. Students will follow through on an application process; facilitated by the school counselor, which is reviewed and processed. They will be prepared for the employment process because decisions are impacted by academics, attendance, and behavior.

- Counselors will interpret academic scheduling process; which is based on credits carried over from their previous country and what’s necessary for NYS Graduation. New entrant students will sit with counselors to review their foreign transcript from previous country to formulate a course schedule and understanding of their new school’s mission.

- Students will review statewide and national college entrance exams with their counselor to arrive at an appropriate schedule aligned with college and career goals.
Part Two:

Student Counseling

The direct counseling provided for students and their families by counselors and clinicians is the most intensive aspect of student support services. Together, they focus on specific issues which may be personal, social, or emotional, and may significantly impact students' academic achievement. In these situations, PPS Personnel work closely with students, parents, teachers, administrators and each other to help resolve these difficulties and help all students achieve their goals. In addition, many members of the PPS team serve on the Crisis Intervention Team.

This section of the plan addresses student counseling in the following situations:
  - Academic Monitoring
  - At Risk Behavior and Crisis Intervention Services
  - Attendance Concerns
**Part Two: Student Counseling**  
**Academic Monitoring**

**Objective:** To review each student’s academic progress and provide individual and/or group counseling to help any student who is failing two or more subjects or intervene when seriously underachieving in academic subjects.

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<tbody>
<tr>
<td>• Conferences with counselor and student to develop an understanding of the causes of academic issues and to develop strategies for improvement</td>
<td>Weekly Progress reports</td>
<td>• Students will be able to identify their academic strengths and weaknesses.</td>
</tr>
<tr>
<td>• Meetings with student, parents and or guardians, teachers, and administration to review students’ academic progress</td>
<td>Quarterly review of report cards</td>
<td>• Students will learn the available resources that their school offers to help with academics (Operation Success, Homework Helper, Teacher Tutoring, Outside Referrals).</td>
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<tr>
<td>• Use NAVIANCE Learning Style Inventory or Strengths Explorer with students to help students better understand how they learn and what strategies they can use to improve academically.</td>
<td>NAVIANCE Committee of Special Education (CSE) or Child Study Team(CST) referrals</td>
<td>• Students’ academics will improve.</td>
</tr>
</tbody>
</table>
**Part Two: Student Counseling**

**At Risk Behavior and Crisis Intervention Services**

**Objective:** To provide mental health services to students in crisis.

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<tbody>
<tr>
<td>- Help to create a school environment in which students can feel safe through class presentations addressing social issues including issues surrounding drugs/alcohol use/abuse, personal safety, bullying, and peer pressure</td>
<td>Classroom presentations by counselors and clinicians Referral to District Psychiatrist Referral to outside agencies Helping Hands Manual Parent and teacher conferences Child Study Team</td>
<td>- Students will demonstrate increased knowledge of available mental health resources. - Students will become involved in individual or group counseling - Students will be able to identify the causes and consequences of undesirable behavior and express a choice of more positive behavior - Students will exhibit improved behavior - Students will feel safe and will seek help when needed</td>
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<tr>
<td>- Clinician/Counselor and student meetings to address any personal, social, or emotional difficulties</td>
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<td>- Support students and intervene during a crisis such as abuse, suicide ideation, self-harm, or family crisis</td>
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### Part Two: Student Counseling

At Risk Behavior and Crisis Intervention Services (continued)

**Objective:** To provide individual and group counseling to students who exhibit at-risk behaviors.

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<tr>
<th>Strategy</th>
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<th>Outcome</th>
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</table>
| • Counselor and student meetings to discuss at-risk behaviors and develop positive strategies and an intervention plan  
• Counselor, student, and parent meetings to discuss at-risk behavior and create a plan for improvement  
• Conduct group counseling to create a supportive and nurturing environment | Referral to:  
✦ School Psychologist  
✦ School Social Worker  
✦ District Psychiatrist  
✦ Referral to outside agencies or practices  
• Character Education Programs | • Students will be able to identify the causes and consequences of at-risk behaviors.  
• Students will develop the necessary skills and techniques to correct at-risk behaviors.  
• Students will exhibit improved behavior and will improve their relationships with teachers, parents, and peers.  
• Students will demonstrate a decreased rate of involvement in disciplinary referrals. |
**Part Two: Student Counseling**

**Attendance Concerns**

**Objective:** To assist students who exhibit attendance problems and to initiate active involvement with their parents.

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<tr>
<td>• Meetings with attendance personnel, counselor, student, and parents/guardians, to discuss the issue of attendance and tardiness</td>
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<tr>
<td>• Collaborate with students, parents/guardians, teachers, and administrators to create a plan for improvement</td>
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<td>• Collaborate with students, parents/guardians, teachers, and administrators to create a plan for improvement</td>
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Part Three:

Parental Involvement

The greatest asset to student success for children today is a positive partnership between parent and school. As the PPS staff prepares programs each school year, the staff becomes more aware of the important role parents play in their children's education. We have developed an extensive program for parent involvement to help parents become successful in that role.

Parent involvement activities encompass outreach via telephone calls and correspondence providing important information, as well as scheduled individual conferences, group parent meetings, team meetings, parenting workshops addressing various adolescent and parenting issues and informative grade level newsletters. Goals of the school/parent partnership are to develop individual intervention plans and set goals encouraging student achievement. Articulation of PPS Services help families transition to the Middle/High School and view the PPS Department as a resource to help students and families.

Activities in this section include:

- Telephone Outreach
- Parent Conferences and Correspondence
- Evening Meetings
- Articulation of PPS Services
**Objective:** To increase parental involvement in their children's education, career and college preparation, and personal growth and success.

<table>
<thead>
<tr>
<th>Strategy</th>
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| • Call parents of students demonstrating at-risk behaviors that interfere with a student's academic and social success. (i.e. cutting, truancy, course failures, behavioral difficulties)  
• Contact parents with positive feedback for students demonstrating improvement and/or communicating plans for acceleration.  
• Schedule appointments with parents for individual conferences.  
• Automated Connect Ed phone calls keep parents informed of deadlines and upcoming events.  
• Respond to phone calls and emails in a timely and helpful manner. | Report Cards  
Attendance Records  
Teacher Referrals  
Access to parent portal  
Parent Portal/Online grade book  
Tutoring services  
Regents review schedule  
Teacher Case Conferences  
Team meetings  
Annual Review with school counselor  
Academic Intervention  
Meetings with parent, student, Counselor and Assistant Principal. | Parents will:  
• Be aware of available courses, required credits and new comprehensive exams needed to meet graduation requirements.  
• Understand how high school subjects relate to career goals.  
• Identify areas of their child's career interest and potential college major.  
• Be aware of and use resources at school to assist them in achieving academic success.  
• Be informed of their child's strengths and weaknesses and provided with strategies to build on their skills for improvement.  
• Be knowledgeable of upcoming events and updated with PPS happenings. |
**Part Three: Parental Involvement**

**Parent Conferences and Correspondence**

**Objective:** To increase parental involvement in their children’s education, career and college preparation, and personal growth and success.

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<th>Resources</th>
<th>Outcome</th>
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<tr>
<td>- Conduct Annual Review meetings with students and their parents to address academic progress, goal setting and review the college and career exploration process.</td>
<td>Annual Review Agenda</td>
<td>Parents will:</td>
</tr>
<tr>
<td>- Demonstrate available school resources to provide support to families (i.e. tutors and mentoring)</td>
<td>Provide link to Helping Hands Guide for referrals for mental health needs.</td>
<td>- Be aware of resources at school to encourage their child to participate in for support.</td>
</tr>
<tr>
<td>- Conduct individual conferences with parents as needed to intervene positively in situations involving students at-risk academically, socially or emotionally.</td>
<td>Career Portfolio (Naviance)</td>
<td>- Be informed of their child’s current academic standing and areas of weakness and strength.</td>
</tr>
<tr>
<td>- Organize team meetings and case conferences with teachers and parents to facilitate communication and provide feedback on student performance and achievement.</td>
<td>Cumulative Folder</td>
<td>- Assist student and counselor in setting goals to help their child reach their full potential.</td>
</tr>
<tr>
<td>- Provide training and access to parents to use Naviance through Family Connections.</td>
<td>Provide a link to access the Onsite Admissions College Interview Schedule</td>
<td>- Have an open communication line with administration, teachers and counselor to answer parent questions and provide feedback to encourage a partnership.</td>
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<td></td>
<td>Standardized Tests and Assessment Results.</td>
<td>- Be provided with information to help understand their role in educational process of their child.</td>
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<td>Direct families to building PPS website</td>
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<tr>
<td>Provide families with up to date grades on grade book and information on incomplete assignments.</td>
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<tr>
<td>Register parents and students with their own accounts on Naviance.</td>
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<tr>
<td>Provide instructions on creating a parent portal account.</td>
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**Part Three: Parental Involvement**  
*Parent Conferences and Correspondence continued*

**Objective:** To increase parental involvement in their children’s education, career and college preparation, and personal growth and success.

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<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>• Publish informational bulletins and grade level newsletters (bi-lingual when needed) regarding testing and assessments, upcoming parent meetings, relevant issues and information, and recognition of student achievement.</td>
<td>PPS Chairperson</td>
<td>• Be informed of school events, relevant adolescent issues and student accomplishments.</td>
</tr>
<tr>
<td>• Communicate to parents via email and Connect Ed to inform parents of school activities, meetings, and the timelines for scheduling, college application process and scholarship opportunities.</td>
<td>PPS Clerical Support Staff</td>
<td>• Be made aware of the application procedure and deadlines for scheduling, college applications and scholarships.</td>
</tr>
<tr>
<td>• Utilization of the district website and individual schools PPS website to post information about parent evening programs and workshops.</td>
<td>Parent Portal</td>
<td>• Be provided with up to date information on testing requirements and examination dates.</td>
</tr>
<tr>
<td></td>
<td>Course Selection Sheet</td>
<td></td>
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<tr>
<td></td>
<td>Link to District Course Catalog</td>
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<td></td>
<td>Parent workshop brochures</td>
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</tbody>
</table>
**Part Three: Parental Involvement**

**Evening Meetings**

**Objective:** To increase parental involvement in their children's education, career and college preparation, and personal growth and success.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Resources</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct grade level meetings concerning scheduling, assessment options, graduation requirements, advanced placement programs and career exploration process.</td>
<td>Pamphlets and brochures, Handouts relevant to grade level, Web-site links, College Representatives, Financial Aid Directors, NCAA Regulations, PTSA Representatives, Extra Help Resources, Outside community agencies</td>
<td>• Parents will:</td>
</tr>
<tr>
<td>• Conduct informational sessions regarding college selection, admissions, financial aid, athletics and scholarships.</td>
<td></td>
<td>• Understand the school's mission in assessing student's individual needs and creating an educational plan to meet those needs.</td>
</tr>
<tr>
<td>• Conduct workshops for parents to address adolescent issues including, but not limited to academic interventions, strategies for success, alcohol and drug use, cyber bullying, and the promotion of character education.</td>
<td></td>
<td>• Be provided with opportunities to become more involved in the educational process of their child.</td>
</tr>
<tr>
<td>• Facilitate active parenting workshops, such as Parent University night providing relevant information and current topics to keep parents informed and connected.</td>
<td></td>
<td>• Learn about the college admissions process and opportunities for financial aid and scholarships.</td>
</tr>
<tr>
<td>• Provide opportunities for parents to communicate with other</td>
<td></td>
<td>• Receive information as to how the PPS staff can and will support their child, parents, guardians and the entire family through each step of the admissions process.</td>
</tr>
</tbody>
</table>

- • Have the opportunity to meet with others parents as they learn relevant topics relating to raising teenagers and help them better parent their adolescent.  
- • Be provided with tours of the school to help their child navigate the building and given strategies to ease their child's transition.
### Part Three: Parental Involvement

#### Evening Meetings continued

| parents and facilitate connections between community members. | Link to District Course Catalogue School Handbook Extra curricular activities |
| Conduct orientation program for parents of incoming seventh graders to provide information for a smoother transition to Middle School. | Sponsoring community and school groups |
| Host scholarship and awards programs for students and their parents. | Student Tour Guides |
| | Sample 7th grade schedules |
| | List of extracurricular activities |
| | Be included in the recognition of hard working and high achieving students. |
### Part Three: Parental Involvement

**Articulation of PPS Services**

**Objective:** To increase parental involvement in their children's education, career and college preparation, and personal growth and success.

<table>
<thead>
<tr>
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<th><strong>Resources</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
</table>
| 1. Visit the feeder elementary schools to provide information about the middle and high school programs.  
2. Form a Guidance Liaison Committee to promote better relationships between families and school.  
3. Present the PPS programs at PTSA meetings highlighting available services of the Pupil Personnel Services Department | Administration, PPS Chairperson, School Counselors, School Social Worker and School Psychologist.  
Literature relevant to PPS | Parents will  
- Learn about the many opportunities and existing middle and high school programs.  
- Be informed about parent liaison groups and the many ways parents can get involved at the school.  
- Provided with strategies to help their child adjust to the new school environment and ways they can utilize the Guidance Department as a resource for assistance. |
Part Four:

Preventative Services

"An ounce of prevention is worth a pound of cure." ~ Benjamin Franklin

The PPS Department firmly believes that it is within our scope to provide preventative services in an effort to promote good character and healthy decision making skills.

Activities in this section include:

- Character Education
- Create a Safe and Bully environment
Part Four: Parental Involvement
Preventative Services

<table>
<thead>
<tr>
<th>Objective: To increase and promote good character and healthy decision making skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>• Members of the PPS Department provide classroom guidance to grades 7-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: To create a safe and bully free environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
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<tr>
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</tbody>
</table>
| • Improve student behavior, decision making and provide character building to all students.  
• Various student assemblies | • Character Education Curriculum  
• Various assembly providers  
• Peer mediators/Peer educators  
• Classroom push in lessons provided by members of the PPS staff. | • Students will demonstrate respect for themselves and others.  
• Students will learn to appreciate their differences and eventually understand they are more alike than they may have initially believed. |
Pupil Personnel Services
Department Calendar
Pupil Personnel Services
Department Calendar

SEPTEMBER:

❖ **“DATES TO REMEMBER”** - Provide a fact sheet for seniors during the first week of school that includes college application timeline.
❖ Counselors visit senior classrooms to discuss information regarding the college application process, disseminate unofficial transcripts for corrections and important material.
❖ 11th grade class visits - Counselors visit classrooms to discuss the PSAT registration information and available PSAT review opportunities.
❖ Create schedules for all new entrants and update transcripts.
❖ Review schedules to ensure that students are enrolled in the most rigorous classes and in posture for graduation.
❖ Schedule appointments to meet individually or in small groups with new students on caseload.
❖ Process for official transcripts and GPA begins at the end of the month through early October.
❖ Counselors review 11th and 12th grade transcripts for accuracy.
❖ Counselors conduct 7th grade and new entrant student groups to provide a general welcome, explanation of PPS services and address any concerns.
❖ Prepare and schedule senior annual review meetings.
❖ Advertise the District College and Career Night, National College Fair at Nassau Coliseum and the NCA Fall College Expo at SUNY Old Westbury to 11th and 12th grade students.
❖ Clinicians begin mandated counseling for classified students.
❖ College application process begins. Letters of recommendation should be written.
❖ Ongoing college admissions representative visits on campus.

OCTOBER:

❖ Distribute 12th grade Scholarship Newsletter.
❖ Facilitate Financial Aid Night for Parents.
❖ Administration of the PSAT.
❖ Continue to schedule Senior Annual Review meetings with parents and students.
• Character Education classroom guidance are scheduled throughout the year.
• Process Early Action/ Early Decision applications.
• Announce the Valedictorian and Salutatorian.
• Continue to update 11th grade transcripts.
• Notify teachers of any students with special circumstances.
• Health Office will advise parents and counselors of outstanding physicals or immunizations.
• Encourage parent participation in district SEE SAAW program or other parent workshop opportunities.
• 7th and 8th grade parent Night programs in various buildings may be scheduled.

**November:**
• Counselors should be finalizing senior annual review conferences.
• Marking Period One Report Card Review- Begin meeting with students, parents and grade level administrators to discuss strategies and implement intervention plans for students at risk.
• Notify parents in writing of students who must pass NYS Regents exams in January. Students are encouraged to attend regents review sessions.
• Prepare for District parent teacher conferences. Call and encourage parents to schedule meetings with teachers.
• Counselors should have met all 7th grade students. (Individually or in small groups)
• Administer SAT exam to 12th grade students.
• “On the Spot” College Admissions Days.

**December:**
• Administer SAT exam to 12th grade students.
• Elementary school articulation process begins.
• Counselors continue to process college applications.
• Prepare calendar for upcoming scheduling season.
• Distribute 12th grade Scholarship Newsletter.

**January:**
• Annual Alumni Day activities scheduled in buildings.
❖ Course Selection Presentations—counselors make grade level presentations to begin the scheduling season.
❖ Counselors visit the feeder elementary schools to begin the 6th grade articulation process.
❖ Preparation for 11th grade Parent Night. A comprehensive agenda is created.
❖ Schedule 11th grade annual review meetings with students and parents.
❖Seniors in jeopardy meetings. Create intervention strategies for students at risk of not graduating.
❖ Encourage parent participation in district See Saaw program.
❖ Scheduling—student transcripts are evaluated and course requests are input for the upcoming academic year.
❖ Recruitment for district CTE program.

February:
❖ Joint CSE meetings with elementary school district (ongoing throughout the next two months). School psychologist, school counselor and special educations chairperson attend meeting.
❖ Multiple failure meetings with student, administrator, counselor and parent.
❖ Recruitment for district Academy of Finance program begins. Current 8th grade students can apply.
❖ Continue to schedule 11th grade annual review meetings with student and parent.
❖ Distribute 12th grade Scholarship Newsletter.

March:
❖ 8th grade parent night—prepare agenda.
❖ Parent Orientation meeting for parents of incoming 7th grade students.
❖ REMINDER—Scholarship deadlines for seniors applying for local awards.
❖ Counselors should prepare a list of students retaking the June Regents exam.
❖ Parent notification for students who are in danger of failing a course.
❖ 6th grade elementary school visits to building.
❖ Continuation of joint CSE meetings at feeder elementary schools.
❖ Continuation of 11th grade annual review conferences.
SENIOR AWARDS-series of meetings with the scholarship committee for
selection of awards recipients.
AP Parent Night (some schools may host earlier in the school year).

APRIL:
- Begin to schedule 9th and 10th grade annual review conferences with
  students and parents.
- Senior parents to receiver letter that student is at risk of not graduating.
- Update Naviance with college acceptances.
- Senior Awards scholarship committee continue.
- Distribute 12th grade Scholarship Newsletter.
- Distribute Summer Bulletin.
- Remind 11th grade students to register for the May SAT/ June ACT.
- Continue to update course requests and adjust student schedules for
  upcoming academic year.
- Marking period three report card review. Notify seniors and parents in
  jeopardy of not graduating.

MAY:
- Counselors conduct online senior surveys.
- Administer May SAT exam to 11th grade students.
- Preparation for various grade level awards ceremonies.
- Administer AP exams.
- Senior Awards Ceremony across 5 building-all district school counselors
  present.

JUNE:
- Encourage students to write thank you letters for awards received from
  Senior Awards Ceremony.
- Testing/Regents Days
- Graduation Day
- Final review of senior transcripts for submission to college.
- Counselors update diploma type and college attending for all seniors.
- Counselors contact parents to notify of course failures and summer school
  options.
- Counselors continue to update schedules for the following school year.
Sewanhaka Central High School District
Pupil Personnel Services (PPS)
COMPREHENSIVE GUIDANCE PLAN

A special thank you to the following people for their assistance in revising and updating the Pupil Personnel Services Guidance Plan. Their expertise, knowledge and time were greatly appreciated.

Ms. Caron Cox, PPS Chairperson, Elmont Memorial High School
Ms. Catherine Capozzi, School Counselor, Floral Park Memorial High School
Mr. Greg Leger, School Counselor, Elmont Memorial High School
Ms. Coleen Lucey, School Counselor, Elmont Memorial High School
Ms. Regina Agrusa, Assistant Superintendent for Pupil Personnel Services