



Sachem Central School District

**51 School Street
Lake Ronkonkoma, N.Y. 11779**

**Guidance Services
Phone: (631) 471-1705
www.sachem.edu**

Comprehensive District Guidance Plan

Patricia Trombetta, *Superintendent of Schools*
Andrew Larson, Assistant Superintendent for Student Support & Administration

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Introduction

The Sachem Central School District

Sachem is located in the geographic center of Long Island, New York, 60 miles east of New York City and 85 miles west of Montauk Point. The district's boundaries encompass 25 square miles and include portions of three townships (Brookhaven, Islip, and Smithtown) and one incorporated village (Lake Grove). The district serves the residents of Holbrook, Lake Ronkonkoma, Holtsville, Farmingville and portions of Lake Grove, Nesconset, Ronkonkoma and Centereach.

Approximately 87,600 people make their home in the Sachem Central School District. Since the centralization of the District in 1955, Sachem has grown to become one of the largest suburban school districts in the State of New York. Sachem maintains 10 neighborhood elementary schools, which serve approximately 5,000 students in grades K through 5 on a full day schedule. Three middle schools serve our 3,000 students in grades six, seven and eight. Our high schools, Sachem High School North and Sachem High School East, each serve approximately 2,100 students in grades 9-12.

Sachem Central School District Mission Statement

The Sachem Family (students, parents, employees, and residents) works interdependently to develop leaders of great character who are highly competent, confident, and caring. Most importantly, we are motivating our students to become the best possible version of themselves.

WE ARE SACHEM!

Overview of School Counseling Program and Services

The School Counselors in the Sachem Central School District work to support and address each student's individual personal, academic, and social development needs. Counselors are assigned to students in grades 6-12.

School Counseling Staff

Kevin Miller, Ed.D.

Administrator for Guidance and College & Career Counseling

High Schools

High School East (631) 716-8200

Tina Moon (Chairperson)
Christian Aliperti
Randi Chisari
Francine Ciancimino
Wendy Corrigan
Jennifer Cruz
Samantha Iadanza
Nicole Koerber
Megan MacLellan
Michael Sofia

High School North (631) 471-1400

Sue Hance (Chairperson)
Kurt Baumiller
Jennifer Conti
Marina Deletrain
Beth Farber
Christine Launer
Laura Leonardi
Edward Manly
Carolyn Roell
Christopher Scott

Middle Schools

Sagamore Middle School (631) 696-8600

Jennifer Jargo
Sabrina Sorrentino
Dan Zilberstein (Lead)

Samoset Middle School (631) 471-1700

Deana Huisman
Melissa Capuano (Lead)
James Duffy

Seneca Middle School (631) 471-1850

Ada Conte
Kristin Dunseith
Kara Proctor (Lead)

Elementary Schools

Katie Healy- North Feeder Schools (**Cayuga, Grundy, Hiawatha, Nokomis, and Wenonah**)

Justin Morales-East Feeder Schools (**Chippewa, Lynwood, Merrimac, Tamarac, and Waverly**)

K- 5 Counseling

- Counselors prepare students to participate effectively in the current educational programs and in life
- Counselors prepare students to participate effectively in their future educational program and their lives
- Counselors assist students who encounter attendance issues
- Counselors assist students who encounter academic issues
- Counselors assist students who encounter behavioral issues
- Counselors assist students with family issues that impact their education and life
- Counselors educate students concerning the awareness of child sexual abuse
- Counselors encourage involvement by parents and guardians
- Counselors preserve and support the social and emotional health of all students
- Counselors engage parents in an opportunity to address our students' social emotional and health needs

Academic Advisement/Counseling

- Counselors provide an annual review of each student's educational progress and career plans with reviews to be conducted with each student individually or with small groups by personnel certified as school counselors
- Counselors provide comprehensive, developmental counseling services for all students who are in need of support with attendance, academic, career and personal/social issues
- Counselors help students who exhibit attendance problems, academic problems, behavioral or adjustment problems, family issues that impact their education and life
- Counselors evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities, aptitudes, and interests; and to develop a schedule of course work that support progress toward NYS Diploma requirements/Multiple Pathways
- Counselors inform parents and guardians of student progress and involve them in guidance related services
- Counselors provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner

- Counselors provide consultation services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students
- Counselors maintain a working relationship with all agencies involved with youth
- Counselors address the needs of students with handicapping or special conditions
- Counselors provide effective communication to the school community and the community at large
- Counselors engage parents in an opportunity to address our students' social emotional and health needs
- Counselors review student progress reports and report cards, meet with the teachers and administrators and maintain contact with students and parents to effectively monitor academic progress
- Counselors make referrals for extra help, peer tutoring and academic intervention as needed
- Counselors make referrals, when necessary, to the building level Instructional Support Team or Pupil Support Team for review, the Office of Student Services for educational evaluation or outside counseling agencies
- Counselors maintain current knowledge of course offerings, prerequisite requirements, and graduation requirements to guide students appropriately
- Counselors facilitate the course recommendation and course selection process, including the distribution of Guidance Handbooks and programming folders, meetings with students and parents, and the collection of all programming data.
- Counselors review transcripts regularly to maintain accuracy and appropriate program placement. Counselors meet with students regularly, including an annual review meeting where the following is reviewed and discussed with parent:
 - Academic progress
 - Next year's schedule
 - Personal goals and career aspirations
 - Personal and/or social issues or concerns

Personal/Social Emotional Counseling

- Counselors preserve and support the social and emotional health of all students
- Counselors provide personal and social counseling, including crisis intervention when necessary
- Counselors may make referrals to students and families for family counseling, substance abuse counseling, social worker/psychological services and/or crisis management
- Counselors work with students to develop positive and healthy social skills, including but not limited to problem solving skills, organization skills, character development and positive interpersonal skills

Transitional/Post High School Planning

- Counselors work with and assist all students during transition times-elementary to middle school, middle to high, and post high school options.
- Counselors work with students at transitional times, including grade 5 to 6 middle school transition, grade 8 to 9 high school transition and grade 12 post high school options, in order to prepare students for future success
- Counselors provide informational programs to both parents and students throughout middle school and high school on the topics of college exploration and college planning
- Counselors provide information about career options and educational training, including BOCES, CTP programs, CDOS and post high school vocational training
- Counselors utilize technology to assist students and families in the post high school planning process, including working with the Naviance program and individual college websites
- Counselors conduct visits between buildings to meet students, discuss items of interest with colleagues and develop/implement transitional activities for students

The Rationale of the Comprehensive Guidance Plan

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students that:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire because of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed professional school counselor

Effective school counseling programs are a collaborative effort between the professional school counselor, families, and other educators to create an environment promoting student achievement. Education professionals, including professional school counselors, value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School Counseling Activities by Month

K-5

July-August

- Update Family Guide
- Prepare for opening days / weeks of school
- Parent Walk Throughs
- Kindergarten Orientation for parents

September

- Meet and greets – Grades 1 through 5 (students and families)
- Evening parent orientation: Open School Night for Grades 1 through 5
- Set up counseling and therapy schedules for related services
- AIS Parent Orientations
- IEP/504 review with special areas
- Begin RTI team meetings for at-risk students (ongoing throughout school year)
- Welcome Back Assembly
- Meet & Greet Elementary School Counselors Night

October

- Family Connect Night
- Benchmark scoring Math and ELA
- Fire Prevention assembly
- Response to Intervention meetings

- Food Allergy Assembly
- Club programs begin
- National Bullying Month

November

- Family Connect Night
- Congruency meeting between intervention providers and classroom teachers
- Trimester 1 Parent/Teacher conferences
- Send out attendance letters for students who have accumulated 6+ absences
- Response to Intervention meetings
- Project Kindness

December/January

- Family Connect Night
- Re-assess at-risk students
- Send out attendance letters for students who have accumulated 9+ absences
- Response to Intervention meetings
- Readers are Leaders Day (Parents as Reading Partners)
- Ten to Zen
- #WeGetTo

February

- Family Connect Night
- Begin Trimester 2 Assessments
- Response to Intervention meetings
- Benchmark scoring Math and ELA
- P.S. I Love You Week

March

- Family Connect Night
- Congruency Meeting between intervention providers and classroom teachers
- End of Trimester 2
- Parent-Teacher Conferences – Trimester 2
- Incoming Kindergarten parent orientation re: screening
- Send out attendance letters for students who have accumulated 12+ absences
- Response to Intervention meetings
- You Matter Day
- International SEL Day

April

- Family Connect Night
- Kindergarten screening and registration
- Response to Intervention meetings
- Self-Awareness Portraits

May

- Family Connect Night
- NYSESLAT testing
- Incoming Kindergarten parent orientation
- Transition planning for second to third grade
- Transition meetings planning fifth to sixth grade
- Response to Intervention meetings
- Benchmark scoring Math and ELA
- Transition team meetings planning fifth to sixth grade
- Mental Health Awareness Month

- Sachem Affirmations-Chalk Activity
- 5th Grade Middle School MASH UP

June

- Family Connect Night
- Second grade visit to third grade
- Fifth grade visit to sixth grade
- Transition meetings planning fifth to sixth grade
- Group students for following year
- Send out attendance letters for students who have accumulated 18 plus absences, copy in Permanent Record File
- Response to Intervention meetings
- Hopes & Dreams-Mindful Movement

6-12

August

- 6th Grade Parent Orientation – all three Sachem middle schools have opportunities for students and parents to explore the middle school
- Freshman Preview/Academy - meet our freshman, including tour of the building, meet the administrators, locker distribution, scheduling distribution at Sachem High School East and Sachem High School North
- Finalizing student schedules 9-12
- Enrolling new students/parent meetings
- Parent portal release of schedules

September

- Schedule Adjustments 9-12
- Senior parent/student post high school planning meetings
- Senior College Information Night - open to parents and students
- Senior transcript review/ mailing sent home to parents
- PSAT/College Night counselor classroom visits, 10th and 11th
- College Visits- reps from various schools meet with interested students
- Code of Conduct Assembly
- Grade 12 Classroom Presentations
- Fall Scholarship Newsletter
- Individual/group counseling
- Middle school open school night at all Sachem middle schools
- SUNY Information Night

October

- Senior parent/student post high school planning meetings
- Junior transcript review/ mailing sent home to parents
- Armed Services Vocational Aptitude Battery
- PSAT- run by counseling department during the school day – all Juniors and Sophomores at Sachem East and North
- College Visits- reps from various schools meet with interested students
- High school open school night at Sachem High School East and Sachem High School North
- Individual / group counseling
- Naviance Information Night
- 9th Grade Parent Workshop – PSAT/SAT/ACT Information Night

November

- Senior post high school planning – 2nd meeting
- Sophomore Transcript Review/ mailing sent home to parents
- Freshman Transcript Review
- Report Card Review and meetings where applicable 9-12
- College Onsite - Various local colleges participate. Students meet with admissions reps and are typically accepted “onsite”
- Athletic Recruiting Night - open to parents and students grades 9-12
- College Visits - reps from various schools meet with interested students
- Individual/group counseling
- Teacher course recommendations
- Financial Aid Night - open to all college bound students and parents

December

- Finalizing senior college applications
- Progress Report Review 9-12 - meetings where applicable
- Career Training Program Visits 10th and 11th
- College Visits - reps from various schools meet with interested students
- College Onsite - various local colleges participate. Students meet with admissions reps with all of their paperwork and are typically accepted “onsite”
- Individual/group counseling

January

- Grade Level Programming Informational Visits (9-11) - review our course catalogue, set scheduling timelines, review BOCES and Career Training Programs and application process, etc.
- College Information Night - Grades 9-11
- Student/Counselor Scheduling Meetings - (9-11) choosing courses for the following school year
- CSE Annual Reviews Begin- 9-12
- Spring Scholarship Newsletter
- Individual/group counseling
- Curriculum Night – 8th grade students and parents visit high schools to explore high school and curriculum
- Junior Parent/Student Conferences - includes scheduling information as well as post high school planning
- Student/Counselor Scheduling Meetings - (9-11) choosing courses for the following school year

February

- Student/Counselor Scheduling Meetings - (9-11) choosing courses for the following school year
- Report Card Review and meetings where applicable 9-12
- Individual/group counseling
- BOCES Field Trip - Gives students an opportunity to view the programs they are planning to attend

March

- Junior Parent/Student Appointments - includes scheduling information as well as post high school planning
- Sophomore and Freshman Parent Scheduling appointments - including, scheduling information, review of current transcript status, beginning information on post high school planning
- Review of Graduation List – meeting with students and reviewing graduation status were applicable
- Individual/group counseling
- College Night- run by counseling department. Over 200 colleges participate, and all students are encouraged to attend
- Armed Services Vocational Aptitude Battery

April

- Sophomore and Freshman Parent Scheduling appointments - including, scheduling information, review of current transcript. status, beginning information on post high school planning
- Report Card Review and meetings where applicable 9-12
- Review of Graduation List – meeting with students and reviewing graduation status where applicable
- Individual/group counseling
- BOCES Applications Due

May

- Middle School Student Informational Meetings
- Senior Surveys - Meet with all seniors to finalize paperwork for colleges and input data on future plans
- AP Testing
- Student Scheduling Meetings for those who conflict out of a course
- Individual/group counseling

June

- Final Transcript Review 9-12
- Final Report Card Review 9-12
- Summer School Registration 9-11
- Final Graduation List Review 12
- Student Scheduling Meetings for those who conflict out of a course 9-11
- Scholarship Night - run by the Guidance Department. Recognizes all scholarships won by seniors0
- Individual/group counseling

Elementary School Counseling

Self-Awareness

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|--|-------------------|---|
| K-5 | September | Summer Planning | Two Weeks | |
| Need | Objective | Activity | | |
| To educate students on managing feelings that reflect their self-efficacy | To help students deal with family issues that impact their education and life | Individual counseling Group counseling Social worker/parent conferences Referral to community agencies Assessment/monitoring by case management team | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Improved academic performance Students will develop the ability to identify their feelings Students will develop coping mechanisms Parents will understand the scope of the guidance program | Classroom teacher observation of student response Parent feedback Social Worker feedback | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Lions Quest | (K-2) Unit 2: Lessons 1,2,3,4 and 6 <hr/> (3-5) Unit 2: Lessons 1,2,6 and 7 Unit 3: Lesson 2 Unit 5: Lesson 2 Unit 6: Lesson 2 |

Social Awareness

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|--|-------------------|---|
| K-5 | October | One Month | One Week | |
| Need | Objective | Activity | | |
| To educate students on the importance of being kind to themselves and others. | To Preserve and Support the Social and Emotional Health of all students. | Individual counseling Group counseling Crisis intervention Suicide/self-injurious/violent behavior assessments Social histories and updates Functional Behavior Analysis/Behavior Intervention Plans (FBA/BIPs) CPS calls Conflict management, peer mediation, and restorative conferences Support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will feel comfortable in their educational setting Students will learn and demonstrate good character School faculty will teach and model good character Students will have the appropriate support for their social and emotional issues | Student's level of comfort will be monitored by classroom teacher A measurable reduction in discipline referrals for all students will occur Formalized observation by administrator Reassessment of the guidance program on a yearly basis Transition Support Team Meetings | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Lions Quest | (K-2) Unit 3: Lessons 1, 2 and 7 <hr/> (3-5) Unit 3: Lessons 3, 4, and 7 |

Academic Success

| Target Grade | Time Frame | Preparation Time | | Activity Duration |
|---|--|--|--------------------------------|--|
| K-5 | Ongoing | Summer Preparation | | Ongoing |
| Need | Objective | Activity | | |
| To educate students on the importance of learning and academic growth | To prepares students to participate effectively in the current educational programs and in life | Study Skills/Social Skills Student/Teacher and Student /Counselor Conferences on Academic Progress Instruction about appropriate behavior and pro-social skills Reinforce Responsive Classroom techniques, language, and activities | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <p>Student will maintain achievement levels appropriate to their ability and maturity in all curricular areas</p> <p>Students will maintain an observable interest and effort in their schoolwork</p> <p>Students will demonstrate interpersonal communication and problem solving and pro-social skills as appropriate to their grade level</p> <p>Student will be emotionally present and able to learn</p> | <p>Student achievement will be measured by progress notes and report cards each marking period. Student interest and motivation will be noted by the classroom teacher and also by their report card grade</p> <p>Interpersonal communications and problem-solving skills growth will be noted by the classroom teacher and school personnel</p> | <p>Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist)</p> | <p>Academic Benchmark Data</p> | <p>Grade Level Units of Study and Benchmarks</p> |

Responsible Decision Making

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|---|---|--------------------|--|
| K-5 | December | Three Months | One Week | |
| Need | Objective | Activity | | |
| To educate students on responsible decision making | To educate students concerning the avoidance of child sexual abuse | Instructional unit in curriculum Individual counseling Parent conferences Referral to community agencies | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <p>Students will develop the ability to recognize potentially dangerous situations</p> <p>Students will develop the ability to identify their feelings when their personal safety is threatened</p> <p>Students will develop the ability to identify an adult in whom they can safely confide their feelings</p> <p>Parents will understand the scope of the guidance program</p> | <p>Classroom teacher observation of student response</p> <p>Parent feedback</p> <p>Social worker feedback</p> | <p>Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist)</p> | <p>Lions Quest</p> | <p>(K-2) Unit 4: Lessons 2,3, and 7</p> <hr/> <p>(3-5) Unit 4: Lessons 2,3,4 and 7</p> |

Valuing My Learning Style

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|---|--|---|---|
| K-5 | Ongoing | Ongoing | Ongoing | |
| Need | Objective | Activity | | |
| To educate students on their individual learning style and how to enjoy mastering their education | To prepare students to participate effectively in their future educational program and their lives | Pre-Enrollments, New Entrant Screening, Orientation of Kindergarten Registrants Benchmark Assessments in ELA and Mathematics Student Orientation, Parent Orientation, Open House | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <p>Student will demonstrate continuous achievement as they progress through the grade levels between the primary and intermediate levels</p> <p>Failure rate will remain stable or decrease</p> <p>Students receiving remedial instruction will make satisfactory progress in the areas of remedial instruction</p> | <p>Report card grades each marking period: standardized test results, classroom evaluations, and Response to Intervention (RtI) Teams</p> <p>Intervention Team</p> <p>Continuous monitoring of students in AIS programs</p> | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Classroom Lessons, Homework Based Learning Projects, Oral Presentations | Grade Level Units of Study and Benchmarks |

Health and Safety

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|---|-------------------|---|
| K-5 | Ongoing | Summer Planning /Ongoing | Ongoing | |
| Need | Objective | Activity | | |
| To educate students on expectations for behavior while in school and the community | To help students who exhibit Behavioral or adjustment problems | Instruction on classroom behavior and pro-social skills Parent/Teacher conferences in coordination with principal, guidance counselor, and/or social worker Assessment by Response to Intervention RtI Team (IST) Individual counseling Group counseling Support/referral to school administrator for disciplinary purposes Support/referral to Committee on Special Education (CSE) Referral to school psychologist Referral to community agencies Handbooks including discipline policies distributed to parents K – 5 | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Student behavior will improve Student adjustment to school will improve | Data collection and analysis of reported disciplinary problems Student population enjoying their educational experience | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Lions Quest | (K-2) Unit 4: Lesson 5 <hr/> (3-5) Unit 4: Lessons 4,5,6 and 7 |

Parental Involvement

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|---|---|---------------------------|------------------|
| K-5 | All School Year | Summer/Ongoing Planning | Ongoing | |
| Need | Objective | Activity | | |
| To create a welcoming, continual, and transparent communication with parents as educational partners in the student's educational experience | To encourage parental involvement | Current report card conferences/progress reports Team meetings Parent/Teacher conferences Open House/Parent Orientation etc. Parent orientation meetings regarding future educational programs Notices to parents, report cards, progress reports, informal communication, notice of AIS services letter Parent Teacher Association (PTA) | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Encouragement of parental awareness, involvement, and support of the development of the goals designed for their child Encouragement of mutual communication between parent and school personnel Parents will develop a clear understanding of school services and programs for children | Parental feedback Teacher/Principal/Counselor observation Progress reports/report card comments | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | School Calendar of Events | Monthly Calendar |

Attendance

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|---|--|-------------------|---|
| K-5 | Ongoing | Summer Planning | Ongoing | |
| Need | Objective | Activity | | |
| To educate students on the importance of consistent attendance and steps into decision making. | To help students who exhibit attendance problems. | Case management Regular attendance monitoring and reporting Telephone calls/letter sent to parents Individual counseling Parent conferences Home visits Referrals to community organizations or legal system | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will attend school regularly as a result of this process Failure rate will remain stable or decrease Parents will cooperate with the school to ensure the regular attendance of the students | Students will attend school regularly because of this process Failure rate will remain stable or decrease Parents will cooperate with the school to ensure the regular attendance of the students | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Lions Quest | (K-2) Unit 4: Lessons 2,3, and 7 <hr/> (3-5) Unit 4: Lessons 2,3,4 and 7 |

Support Services

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|---|---|-------------------------|---|
| K-5 | Ongoing | Summer Planning /Ongoing | Ongoing | |
| Need | Objective | Activity | | |
| To educate students that there are support services available daily to help strengthen their skills | To help students who exhibit academic problems | Parent/Teacher conferences Universal screening of all students per building assessment plan Referral to Response to Intervention (Rtl) Team Congruency meetings between intervention providers and classroom teachers Individual counseling Group counseling | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <ul style="list-style-type: none"> The classwork and homework of students in the programs will improve The report card grades of students in the program will improve The students will demonstrate responsible behavior towards completing assignments | <ul style="list-style-type: none"> Observation notes from classroom teacher Improvement noted on the students' report cards | Support Team Members (Teachers, Nurse, School Counselor, School Social Worker, School Psychologist) | Academic Benchmark Data | Workshop Model, Math/Reading Workshop, Skill Specific Lessons |

5th Grade Elementary School Visits

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--|--|---|
| 5 | Spring prior to middle school entry | | Ongoing | 2 hours |
| Need | Objective | | Activity | |
| Orientation to middle school | To provide students with accurate information concerning the location, personnel, and the activities of the middle school and how to access services | | 5th grade students will participate in an interactive PowerPoint presentation/assembly from the counselors and support staff | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Familiarize students with middle school expectations, schedules, rules and procedures, activities and clubs offered and introduce support staff | Parent/student feedback | Counselors, support staff and 5th grade teachers | Orientation packet/ PowerPoint presentation | Coordinate assembly dates with elementary buildings principals, update orientation literature |

Student Informational Meeting

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|-----------------------------------|----------------------------|--|
| 5 | May-June prior to students entering 6th grade | | 1 hour | 6-8 hours |
| Need | Objective | | Activity | |
| To gain useful and pertinent information regarding students' needs and placement | To collect information regarding student's academic, social, and emotional needs for proper placement | | Counselor/Teacher meetings | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Counselors will acquire necessary info and gain a comprehensive understanding of the incoming students (including AIS needs, team placement, special education, individual needs) | Parent/student/staff feedback | 5th grade teachers and counselors | Assessment profiles | Counselors provide 5th grade teachers with assessment profile for each student. 5th grade teachers complete it |

Middle School and High School Counseling

Planning and Transition

Entering a new school year can be challenging for students and their parents/guardians. To assist students moving forward to different school buildings within the district and those new to the District, the Middle School and High School Counseling Departments have developed a series of programs geared to building a comfortable outlook for a bright educational future within the Sachem Central School District.

Code of Conduct Assembly

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|---------------------|-------------------------|-------------------|
| 6-12 | September | 4 hours | 1 hour | |
| Need | Objective | Activity | | |
| Familiarize students with rules, procedures, behavioral expectations, and consequences | Student safety and maintaining order in the building | Auditorium assembly | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| To present information regarding school rules and expectations, students will be well informed of school rules, understand disciplinary consequences and proper school etiquette | End of year DASA reports | Administration | PowerPoint presentation | Update PowerPoint |

6th Grade Parent Orientation to Middle School

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|--|---|---|
| 6 | August | | Ongoing | 2 sessions - 2 hrs. each |
| Need | Objective | | Activity | |
| Parent/student knowledge of middle school requirements and information regarding school programs and expectations | To provide an overview about middle school programming including course opportunity, the team-teaching concept, the school's expectations for student success, college/career exploration, maintaining building rules, discipline, transportations, school library use, health requirements and attendance | | PowerPoint presentation, Naviance introduction, tour of building, demonstration of opening a locker | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Parents and students will have a comprehensive understanding of the middle school. They will be familiar with the building and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for success in the learning process. Parents will be given Naviance log on information to follow student college/career exploration activities. Future communication and support will be encouraged | Follow-up phone calls and emails, individual student/parent conferences can be scheduled with counselors upon request | Administrators, counselors, school nurse | PowerPoint presentation, locker tutorial, bell schedule, bus schedule, parent portal | Devise roster of incoming students, assemble folders with pertinent course and middle school information for each family, coordinate informational presentations throughout the building, make school messenger calls to invite to orientation, update website with pertinent information |

Freshman Preview

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|--|--|---|
| 9 | August | 2 months | 3 hours | |
| Need | Objective | Activity | | |
| Parents/students receive information about what to expect in 9th grade related to 9th grade activities: scheduling, teacher/building expectations, locker assignments, building layout, club/sports involvement, and GPA/credit requirements | This event is designed to alleviate anxiety related to transitioning into high school. The goal is to help students/guardians develop a connection to the high school/teachers/administrators/guidance counselors, prior to the start of the new school year | Parents/guardians view a presentation related to successful transitioning into high school. This presentation is run by the administrator in charge of guidance and focuses on 9th grade related expectations. After the conclusion of the presentation, students receive tours of the building from National Honor Society students, copies of their schedule, and locker assignments. They are also able to visit with guidance counselors to discuss any incoming questions/conflicts regarding the schedule received | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Information related to high school transition is communicated to alleviate stress for student/guardian entering 9th grade | Parents/guardians provide feedback and remain updated on high school expectations | Administrators, faculty, counselors, support staff | Auditorium, National Honor Society/Student Government volunteers, school counselors, student schedules/locker information, support staff | Assist in the coordination of all necessary staff involvement, provide information related to student schedules |

Open School Night/Parent-Teacher Conferences

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|--|--|---|
| 6-12 | October- June | | 2 hours | 1.5/3 hours |
| Need | Objective | | Activity | |
| <u>Parent/Teacher Conferences:</u> Student/guardians receive information related to course requirements/graduation requirements/current performance level/future goal setting/progress monitoring. <u>Open School Night:</u> Parents/guardian are able to meet counselors | Provide parent/guardian with information related to student performance and current academic programing. The goal is to enhance communication to promote academic success | | Parent/Teacher Conferences: Parent/student schedule meeting with counselor to discuss student performance and future goals. Open School Night: Parent/guardian follow abbreviate student class schedule and have the opportunity to meet guidance counselor | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Communication between school and home is enhanced thus promoting academic success for students. Counselor bridges the gap between teacher/parent or guardian toward future academic success and communication | Parent/guardian provide feedback and remain updated on child's needs, strengths, and growth potential | Administrators, faculty, counselors, support staff | Literature, student schedules, transcripts, parent portal, progress reports, academic testing materials, Naviance information, teacher input | Knowledge of student academic record and organizing meeting with teachers and parent/guardian |

College/Career Planning

The 6-12 counseling program is an essential piece of our role in preparing students for post high school success. The process includes informing and advising students and parents/guardians of the academic requirements, and aiding students in exploring their opportunities and what future plan best fits their goals. The counselors utilize Naviance software and other resources to aid in this process. The middle school and high school counselors provide transitional programming at every stage, with the ultimate goal being the student making a successful adjustment from high school to college, military or employment.

Early College/Career Awareness and Exploration

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|--|--|---|
| 6 | All year | 2 hours | 1 period two times per year for each student | |
| Need | Objective | Activity | | |
| Develop career awareness and acquire knowledge and skills to create career goals | Establish meaningful post-secondary goals and connect those goals with coursework and college planning | Create a list of academic, college, career, and personal goals (long term and short term), identify steps needed to achieve those goals, intro to resume writing | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Goals are created to work towards student's current 6th grade school year as well as future years | Students revisit goals and determine if they have met their short-term goals | Counselors | Naviance (college/career readiness computer program), computer lab | scheduling classes, computer lab usage, lesson planning |

Early College/Career Awareness and Exploration

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|-------------------------------|--|---|
| 7 | September - June | 2 hours | 1 period two times per year for each student | |
| Need | Objective | Activity | | |
| To help students investigate their personality traits, interests and strengths and the correlation to possible career paths | Students will identify careers that match with their Holland Code categories | Career Key and Cluster Finder | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will gain insight and acquire knowledge regarding a wide range of career options | Student/Parent feedback | Counselors | Naviance (college/career readiness computer program), computer lab | Scheduling classes, computer lab usage, lesson planning |

Early College/Career Awareness and Exploration

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|--|--|---|
| 8 | September - June | 2 hours | 1 period two times per year for each student | |
| Need | Objective | Activity | | |
| Students learn how to navigate Naviance website for college and career information | To introduce students to the college admission process and begin early college exploration | College Search, revisit, and update resume | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will understand college terms and basic college entrance requirements | Student feedback | Counselors | Naviance (college/career readiness computer program), computer lab | Scheduling classes, computer lab usage, lesson planning |

Character Education

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|------------------|---|--|
| 6, 7, 8 | September - June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| To respect one and others difference | Students will acquire knowledge and skills to help them understand themselves and others | | Classroom presentations regarding anti-bullying, DASA regulations, internet safety, respecting each other's differences and resources for student support | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will be aware and accountable for their actions and behaviors both in school and in the community | Student feedback | Counseling staff | PowerPoint, guest speakers, high school peer educators | Organize class visits, update PowerPoint presentation to include current topics and preview guest speakers |

College Visits and Information Sessions

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|---|--|--|
| 11-12 | Year Round | | Varies | 40 minutes - 1 hour |
| Need | Objective | | Activity | |
| Students are provided the opportunity to become aware of post-secondary education opportunities in their college planning and course selection process | Students will meet with college representatives to gather information and determine their mutual compatibility | | Students will be made aware of specific higher education representative visits through online publication, High School Counseling Office postings, announcements, and individual conferences. Students will speak directly to representatives to receive firsthand feedback regarding the school's programs, admission requirements and environment, specific lists of college visits are posted on Naviance Family Connections & announced in school and on Sachem's social media sites | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will have a better understanding of various post-secondary program offerings | Students will narrow their list of desirable post-secondary education programs | School Counselors, college and other post-secondary school program admission representatives, Administrative Assistants | P. A. reminders, & Naviance Family Connections | Confirm attendance of representatives, reserve space in the building |

Junior Conferences

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|------------|--|--|
| 11 | January-March | | 30 minutes | 40 minutes |
| Need | Objective | | Activity | |
| Students need information regarding careers, college majors, the college/career/post-secondary program application process, progress toward graduation goals, and standardized testing (SAT/ACT) requirements | To explain the college/career selection/application process, gather information on future plans and provide information on post-secondary programs that is specific to individual needs | | Counselors meet with each 11th grade student and his/her parent(s)/guardian who choose to attend and review course selections. The college application process is explained. College/program visitation is stressed, and college search information and resources are reviewed. Graduation requirements, diploma type, letters of recommendation, and SAT/ACT/SAT Subject Test information are further discussed | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will have the necessary information to begin/continue their post-secondary search process; Graduation requirements and the importance of academic success will also be reviewed | Discussion during conferences allows counselors to assess student transition needs and whether students are setting appropriate goals aligned with their academic progress | Counselors | Transcripts, course handbook, Junior Guide to the College Admission Process, report cards, teacher course recommendations as uploaded to e-school | Review Junior Guide: Review each student's transcript, credits, diploma type, courses and exams needed; Schedule conferences with each student/parent; Distribute passes |

Grade 12 Classroom/Large Group Presentation

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|------------|---|---|
| 12 | September | | 40 minutes | 42 minutes |
| Need | Objective | | Activity | |
| Disseminate info to seniors to help them begin the college admission process | Precursor to senior conference with counselor to reach students on a broader scale | | Counselors review info from the Senior Guide to the College Application Process. Topics include SAT/ACT, Common App, SUNY App, individual college apps, Naviance, meeting deadlines and the transcript/LOR request procedures | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students have received info to begin working on applications and compiling their needed information | Counselors review progress in senior conference which follows up to this in October | Counselors | Senior Guide to the College Application Process and the transcript request form | Update our 'Senior Guide to the College Application Process', Review presentation outline and review application websites |

Senior Conferences

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|------------|---|--|
| 12 | September-November | | 30 minutes | 40 minutes |
| Need | Objective | | Activity | |
| Counselors need to review graduation status, post-secondary plans, and the college admission process with 12th grade students | To assist 12th graders with post-secondary planning and review courses required for graduation | | Counselors meet with students (and parents by parent request) to discuss college plans, review how to fill out college/career applications, discuss deadlines, and how to apply for financial aid. Graduation requirements, diploma status, and transcripts are also reviewed. Students initiate appointments based on their individual needs and/or counselors reach out to students who have not made appointments to discuss their plans | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students understand the application process and complete college/post-secondary program applications | Students will file complete and timely applications for college admissions/post-secondary program applications, and submit transcript request forms in accordance with departmental procedures | Counselors | Transcripts, Senior Credit Check, Senior Guide to the College Application Process, Common Application, SUNY/CUNY applications, Naviance, SAT/ACT registration literature | Update literature, Senior Credit Check |

College Application and Selection Process

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--|--|---|
| 12 | September-July | | 40 minutes | Varies by student (min. 45 min) |
| Need | Objective | | Activity | |
| Supporting documentation (transcripts/letters of recommendation) must be forwarded to colleges in order for applications/enrollment to be processed. Students must make their final college selections. Accurate records must be maintained | To provide students with year-long guidance and supervision in the college application process | | Students meet as needed with their counselors to review the selection process, ask questions, and review college applications. Secondary school reports and letters of recommendation are written for 4-yr college bound students. Supporting documentation (transcript, LORs) is electronically transmitted or mailed to colleges for which student has submitted a transcript request form. Mid-year reports/report cards are forwarded to colleges. Graduation surveys are completed in Naviance. Final transcripts are mailed to the college at which the student has chosen to enroll | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students select appropriate post-secondary schools and programs | Outcomes of student applications are maintained in Naviance database | Counselors, faculty, secretarial staff | College applications, transcripts, senior college folders, recommendations, college/employment recommendation questionnaire, Naviance, Senior Guide to the College Admission Process | Year-round data collection; Reviewing college applications/requirements; Review individual student records/college/employment recommendation questionnaires |

On-Site College Admissions Day

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|---|--|---------------------|
| 12 | September-December | | Fall | Ongoing in the fall |
| Need | Objective | | Activity | |
| Creating a more efficient way to enroll students into local colleges | Creating a simple application process for those students planning on attending local colleges. Utilizing the On-Site Admissions Day also gives students an edge they may not have had if applying regularly | | Counselors meet with seniors who are interested in attending St. John's University, St. Joseph's College, NYIT, CW Post, and Suffolk Community College. An application package is put together with the pieces that each of the above titled schools require. Counselors review the packages for accuracy. Each college is given an onsite day in which they come and meet with each of the applicants. Those students appropriate are admitted onsite to the college and do not have to wait until the spring to receive word | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students attending local colleges will have an efficient means to obtain admittance | Parent/student feedback | School counselor, College Representatives | Naviance, college admissions criteria | Two months |

Suffolk County Community College On-Site for Classified Students

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|---|---|---|
| 12 | Fall of senior year | | 3 to 4 weeks | Typically, periods 3-8 |
| Need | Objective | | Activity | |
| To assist classified, declassified, and 504 students apply to SCCC early in the senior year | To assist classified, declassified, and 504 students with applying to college and meeting with the disability support office in the same day | | Students meet with the admissions officer in order to be accepted on the spot. Students also meet with the disability office to be informed of how testing modifications are administered in college as opposed to high school. On-site typically lasts from periods 3-8 and students rotate about every 10 minutes in order for all students to be accepted by the end of the day, this is a one-day event | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students are accepted on-site thus saving them a spot in the following Fall class at SCCC in Selden | No formal evaluation: however, the students seem pleased and Suffolk CCC raves that we are very accommodating | School counselor and transition coordinator work together to make the day a success | SCCC applications, transcript request forms, and special education release forms are required | Reminding the students and the parents are critical in making an on-site a success. Teachers and student workers also assist with the process |

ACT and College Board Special Testing

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|---|--|--|
| 9-12 | Ongoing | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students with testing accommodations via a CSE, declassified IEP (within the past 5 years), or 504 are encouraged to apply for testing modifications since both testing services require that students apply for testing modifications with their respective organizations. Testing modifications are not automatic due to having an IEP, 504, or declassified IEP | The objective is to inform all eligible students of the testing modification process and to inform students how to register for exams once approved for testing modifications. Students are also informed that it is the decision of the ACT and the College Board to determine if a student is eligible based upon the documentation submitted. Letters are mailed to parent/guardians in April of each year to inform parents/students how to apply for testing modifications. Student, parents/guardians are given approximately six weeks to submit eligibility forms to the special testing coordinator | | Once students are approved for testing modifications, the testing coordinator works with students, parents/guardians, and other counselors to ensure that students are registering for the ACT and the College Board examinations with his or her approved testing modifications. Students and parent/guardians need to be mindful of registration versus accommodation submission deadlines | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| The outcome is that students with testing modifications are offered the opportunity to take College Board and ACT examinations with approved testing modifications | Updated accommodations are requested if testing modifications are altered at CSE or 504. Parent/student responsibility to inform testing coordinator of any changes | Counselors, Office of Student Services, and Information Systems work together to identify which students need a mailing | Mailings, IEP, educational reports, and psychological reports need to be reviewed | This is an ongoing process since students can sign up for College Board and ACT examinations at any time |

Armed Services Vocational Aptitude Military Advisement Battery - (ASVAB)

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|--|---|---|
| 9-12 | September-June | 3 hours | 4 hours | |
| Need | Objective | Activity | | |
| <p>Students who are interested in pursuing a military career need to be provided with information related to this pursuit and have access to recruitment officers.</p> <p>Students also need to be informed/take the ASVAB test which is offered twice a year in the high school</p> | <p>To obtain current information pertaining to opportunities in the military, and take necessary exam related to eligibility</p> | <p>Representatives from military branches provide information related to opportunities in the military via tables located close to the cafeteria. Students take a 3/4-hour ASVAB exam in designated area in the high school building. Post-test workshops are provided by military representatives to interpret and explore exam results</p> | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <p>Students will receive information about possible opportunities in the military</p> | <p>Feedback is provided by military recruiters and participating students</p> | <p>Counselor, military personnel, administrative assistance</p> | <p>Meeting room, literature, tables</p> | <p>Recruitment officers must be scheduled and met with to discuss exam results and statistics</p> |

Scholarships

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|------------------------------------|--|-------------------|
| 12 | September - June | | 20 + hours | 10 months |
| Need | Objective | | Activity | |
| School Counselors are responsible for maintaining a current database of scholarships that are effectively communicated to students and parents/guardians | Provide opportunities for students to apply and earn scholarship awards to put toward their post-secondary goals | | In this role the school counselor collects National and Local Scholarship opportunities, applications, deadlines, sets up time to review the applicants and forwards this information to the benefactors, Assistant Principal and Administrative Assistant | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will be afforded the opportunity to apply and earn scholarships and be recognized by the school and community | Counselors collect and compile a list of winners and scholarship amounts. Students are then recognized by the school and community at the scholarship award night | School Counselors & Administration | Scholarship newsletters are posted on the school website, Naviance Family Connection, and Sachem social media sites | One month |

Grade 10 & 11 Parent Information Night

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|-------------------------------|---|---|
| 10-11 | January | | 2 hours | 2 hours |
| Need | Objective | | Activity | |
| Parents and Guardians need to be made aware of the college planning process early on in their child's academic career | To assist students in learning the importance of building a strong post-secondary educational portfolio as well-rounded individuals with appropriately challenging courses, varying extracurricular activities and community service experiences. To inform parents about the college application process and timeline for a student's junior year, including testing timelines, the college search process, along with the basics of applying to college and financial aid. Parents will be introduced to the college search and statistical features in the Naviance program | | Parents and Guardians will listen to a presentation given by two high school level Guidance Counselors. A detailed overview of the college search and admission process will be presented. In addition, there will be a question-and-answer period at the end of the presentation | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Parents, Guardians, and students will become more aware of the college search and admission processes | Parents/Guardians and students will be initiating the college exploration process earlier on in their high school career. This could include: PSAT testing, SAT/ACT preparation, visiting colleges, etc. | High School School Counselors | PowerPoint presentation, Naviance | School messenger, mailing, updating presentation materials, Sachem social media sites |

Grade 12 Parent Information Night

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|-------------------------------|--|---|
| 12 | September | | 2 hours | 2 hours |
| Need | Objective | | Activity | |
| Parents, guardians, and students need specific information about the college application process | To inform parents about the college application process and timeline for a student's senior year, including testing timelines, the college search process, specific details of applying to college and general information regarding financial aid. Parents gain further knowledge of how to use internet-based programs that assist with applying to college, including Naviance/Family Connection, and The Common Application | | Parents and Guardians will listen to a presentation given by two high school level Guidance Counselors. A detailed overview of the college application process will be presented. In addition, there will be a question-and-answer period at the end of the presentation | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Parents, guardians, and students will understand the college application process | Feedback from those in attendance including students, parents/guardians, administrators, and counselors | High School School Counselors | PowerPoint presentation, Naviance | School messenger, mailing, updating presentation materials, Sachem social media sites |

College Night

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--|--|---|
| 11-12 | October or March | | 5 hours | 1.5 hours |
| Need | Objective | | Activity | |
| Students should have adequate exposure to a variety of college, university, military, and technical education representatives | To assist students in deciphering their personal needs in post-secondary programs and devising a list of possible options while understanding admission requirements | | Students and parents/guardians will attend the evening event to gather information from over 200 post-secondary education program representatives who will be available for informal conferences/presentations | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will become more aware of their own needs in a post-secondary education program and develop a list of options | Students' attendance and engagement with representatives, representative feedback | School Counselors, Administration, Security staff, Custodial staff, Food Service Staff, Clerical | Colleges, universities, technical schools, military representatives | Mailings to representatives, mailings to students/parents/guardians and reminder school messenger, Sachem social media sites, cafeteria and building set-up |

Athletic Recruiting Night

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|-----------------------------|--|-------------------|
| 9-12 | November | | Two days | Two hours |
| Need | Objective | | Activity | |
| Parents/guardians need guidance and general information in the college athletic recruiting process | To provide parents with all the tools and information necessary to aid in their child's success with the athletic recruiting process | | Wayne Mazzoni, head coach of Sacred Hearts Baseball team and published author, provides a comprehensive presentation to parents and students who are looking to play college athletics. Mr. Mazzoni provides a PowerPoint with extensive information on recruiting statistics, NCAA requirements, and steps toward getting recruited | |
| Outcome | Evaluation | Staff | Resources | |
| Students and parents will have an understanding of the roles and processes necessary to becoming a college athlete | Parent/student feedback | School counselor, presenter | Provided by presenter | |

Financial Aid Night

Free Application for Federal Student Aid (FAFSA)

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|---|--|--|
| 12 | October | | 2 hours | 2 hours |
| Need | Objective | | Activity | |
| Students, parents/guardians need to be aware of different types of financial aid for post-secondary education and how to complete the Free Application for Federal Student Aid (FAFSA Form) | To assist students, parents/guardians in understanding and completing FAFSA and find additional opportunities for financial awards. Explain to students, parents/guardians what the CSS Profile and Tap forms are | | Students and parents/guardians will listen to an information session from a Financial Aid expert as to the details of the FAFSA form and the existence of financial opportunities available for post-secondary education/career programs | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students, parents/guardians will become more aware of the details of the financial aid process | More families file their FAFSA Forms in October | Financial Aid expert, Guidance Department Chairperson | Financial Aid expert, presentation, FAFSA Forms | Scheduling of Financial Aid guest speaker, school messenger calls to the community |

Record Keeping

The school counseling staff actively reviews student schedules, credits, and transcripts to maintain the integrity of academic records. The school counselor maintains records for all students receiving academic intervention services.

Record Review

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|---|---|-------------------------------------|
| 6-12 | Ongoing | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| To ensure accurate grades, credits, transcripts, GPA, and class rank | To maintain the integrity of student records | | Verify transcripts, current student grades, end of the year verification of grades, final exams, state assessments, and Regents exams | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Information sent to colleges and other high schools will accurately reflect student achievement | Information in Naviance and eSchool | Counselors, secretaries, Information Systems, Assistant Principal for grade reporting | Computer, report cards, transcripts | Ongoing collection of academic data |

Maintaining Cumulative Record

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|---|---|-------------------|
| 6-12 | ongoing | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| The school district is required to keep cumulative record of individual student academic progress, diploma type, testing information, and post graduate plan | To accurately maintain all relevant student information in a confidential, central student file | | Counselors maintain records pertaining to transcript, post graduate plans, diploma, scheduling, standardized testing, and special credentials | |
| | Evaluation | Staff | Resources | Preparation |
| An accurate, comprehensive, and confidential student file will be maintained for each student | Each student will have a complete file containing academic information | Administrators, counselors, faculty, clerical | File folder for every student | N/A |

Documentation and Information Maintenance

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--|---|--|
| 6-12 | September - June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Documentation and information maintenance is an integral part of the Guidance function in schools | To accurately document pertinent information to ensure its accessibility when needed | | Counselors maintain information about students from many different sources. Counselors compile information regarding student's credits, state exams, grade level and academic standings. Student transcripts are reviewed and progress toward graduation is tracked. College supplemental forms are completed | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Information on students will be accurately compiled and maintained for future reference, comparison, and/or evaluation purposes | Records are kept and appropriate information is collected | Counselors, Administrative Assistants, technical support personnel | Transcripts, credit checks, schedules, state assessment reports | Year-round gathering of data/information |

Senior Survey

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|------------|---|-------------------|
| 12 | May | | 30 minutes | 40 minutes |
| Need | Objective | | Activity | |
| Counselors need to review graduation status and post-secondary plans. Data must be entered into Naviance for statistical use | To collect data used for state reporting and projections for upcoming seniors | | Counselors meet with students to obtain post-secondary plans, admissions status at all colleges applied to, scholarship information, and to review diploma status. That information is added to Naviance and used for an array of functions | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Counselors will know and log what all seniors post graduate plans | Naviance Reports | Counselors | Naviance | One week |

Program Planning

The school counselors actively communicate with parents and students when deciding programming choices each year. Course selections are carefully designed for individual students based on their needs, future goals and post-secondary desires. At times schedule adjustments are necessary in order to continue to meet student's needs. Those changes are carefully made with the collaboration of administrators, counselors, teachers, students, and parents.

It is critical that information from the elementary school base shared with the middle school counselors and administrators, and that student information from the middle school be shared with the high school counselors and administrators. Academic records will follow the student in the K-12 process. The student's cumulative folder will maintain all relevant student information and be kept confidential. Student report cards and transcripts will be reviewed for accuracy annually and filed in the cumulative folder.

Course Selection

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|-------------------------|--|---|
| 5-11 | November - February | | 12 hours | 6+ weeks |
| Need | Objective | | Activity | |
| Students require assistance in selecting courses appropriate for their educational success, career plans, & graduation requirements | Individually help students design a realistic, appropriate, & challenging class schedule. Focus is put on graduation requirements, college admissions requirements, and other post-secondary goals | | Counselors distribute and discuss course materials in group settings and expect students to review their proposed schedule with parents/guardians. Counselors meet with students for class selection, follow up with students/parents/guardians regarding issues with their schedules. Course failures are rescheduled after summer school registration and again after summer school is completed | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance | Students will meet their academic goals | Counselors and teachers | Course selection programming folders, Course Offerings Handbook, eSchool Student Management System | Meet with administrators and Department Chairs to discuss course offerings, update course selection sheet |

Schedule Adjustment

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--------------------------------------|---|--|
| 5-12 | Year-Round | | Varied | Varied |
| Need | Objective | | Activity | |
| During the school year students require schedule adjustments/ level changes to ensure academic success. Classes are also balanced to ensure equity of opportunity | To review all change requests and to assess their validity consistent with state and local graduation requirements, to create course enrollments considerate of class size, student ability, and student interests | | Students must discuss possible schedule changes with their counselor, including the student's purpose for wanting the change. The counselor will determine if the change is in the student's best interest. Teacher, parent, and administrator input will be ascertained. Once the counselor validates the possibility of the change and change is approved, it is then made via the eSchool Student Management System. New schedules are printed out and given to the student | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Relevant changes will be made which do not limit or diminish student opportunity. Courses will be balanced considerate to size and student ability | Schedule changes and balanced classes will enhance the quality of the education and assist in the overall academic success of the student | Counselors, teachers, administrators | eSchool Management System, up-to-date master schedule, student files, assessment scores | Speaking with parents. Review eschool Parent Student Portal Naviance Reports |

Student Achievement

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school prepared to meet the rigors of post-secondary education and/or the workforce. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in many ways.

Student Progress Reports

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|---------------------|---|---|
| 6-12 | September-June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| During the school year, parents/guardians may request updates on their child's academic progress | To provide students and parents/guardians with adequate information on the academic progress of their child | | Students and parents/guardians can access the E-school student and parent/guardian Portal for quarterly academic progress reports. Teacher's email is available through the building's webpage. Counselors are available for personal teacher/student/parent meetings | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Parents/guardians will receive timely and informative feedback from teachers and counselors on the academic progress of their child | Increased communication between parents/guardians, teachers, counselors, and students | Counselors, faculty | Telephone, e-school student and parent portal, email | Faculty, counselor, administrator collaboration |

Parent Counselor Conferences

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|---------------------|--|--|
| 6-12 | September - June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Parents/guardians and counselors need to work collaboratively to enhance student performance | To provide parents/guardians with ongoing academic and social consultation regarding their child | | At the request of the student, parent/guardian, teachers and/or counselors, counselors will meet with parents to discuss student progress or parental concerns as it pertains to academic and social development. Counselors gather information from teachers in order to communicate thorough information. If teachers cannot be present, counselors will communicate conference outcomes with teachers | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Parent/guardian communication will be enhanced to ensure student success | Increased communication between parents/guardians, teachers, and counselors. Improvement in areas of concern | Counselors, faculty | Student grades, student standardized test scores, student progress information | Pre-schedule all parent conferences with staff and parent/guardian, review student information to be shared with parents/guardians |

Academic Intervention Services (AIS): Assisting with Selection, Scheduling, and Monitoring

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|-------------------------------------|---|---|
| 6-12 | September-August | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students are identified as needing AIS for success in school and ultimately to meet the NYS learning standards. Students are identified through standardized tests (NYS assessments), grades, and teacher recommendations, assisting in the selection and scheduling of students | To help students work towards meeting the NYS learning standards and graduation requirements | | Assisting in the selection and monitoring of students receiving AIS services. Letters are mailed to families of students qualifying for AIS services. Students are scheduled for the appropriate AIS support courses based on their learning needs as determined by departmental/teacher recommendations, grades, and local and NYS assessments | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students receive academic support in reading, math, social studies, science, counseling, speech, resource room | Students' grades and test scores | Counselors, administrators, faculty | Student records, test scores, course grades | Review student record, test results, and departmental/teacher recommendations; letters mailed for each student indicated for AIS; maintain accurate records |

Summer School Registration

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|----------------------------|--|---|
| 9-12 | June - July | | 6 weeks | 30 min/student |
| Need | Objective | | Activity | |
| Student/guardian is notified about course failures by teachers/counselors/final report cards. Summer school registration information is communicated by counselors | To notify student/guardian of course failures and summer school registration procedure | | District and building personnel provide accurate information related to student course and state exam failures. Counselors relay information directly to student/guardian related to failures and summer school procedures. Paperwork is prepared by counselors to confirm course failures and student/guardian are advised to pick up information to register for summer school | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Student/guardian receives timely and accurate information regarding summer school registration | Student/guardian receives summer school information with the hopes that registration occurs | Counselors, administration | Course and state exam failure lists, summer school registration forms | Coordinate with District Office to gather academic data for contact to be made by counselors to student/guardian with related failure information. Counselors prepare summer school registration material |

Senior Awards

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|--|--|--|
| 12 | September -June | | 20+ | 2 hours |
| Need | Objective | | Activity | |
| Student's receiving scholarships and awards will be acknowledged by the school and community | To recognize students for their academic, athletic, and community accomplishments | | Work collaboratively to develop the evening's schedule and program, mail invitations to presenters and winners, work closely with Administration to develop a printed audience program | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students who have earned awards will be recognized by the school and community | Number of students who are recognized at awards ceremony, input from presenters, parents, Administrators, students | School Counselors, Teachers, Administrators, Custodial Staff, Food Service Personnel | High School auditorium, presenter copies of program, audience copies of program | Once recipients are determined, the coordinator works to collaborate with, Assistant Principal, Administrative Assistant, and benefactors to devise the evening plan. All presenters receive a program, student program is designed and finalized, Custodians are given a head count |

Sachem Alternative High School

Sachem Alternative High School is an option available to students who may require a non-traditional school setting. Our students have specific, individualized needs and their paths to our program are unique.

The mission of our Alternative High School is simple: Our team works to establish an academic plan for each student leading to the attainment of their New York State High School diploma. This enables our students to become successful and productive members of our community.

Our team consists of a Sachem administrator, a substance abuse counselor, a social worker, guidance counselors, and content certified teachers. Together, these professionals evaluate and create a realistic educational plan for each student. This plan includes the recovery of academic credit, Regents' preparation, dual high school enrollment, academic classes and support for students returning to day school and students working beyond the traditional four-year high school plan.

The experienced counseling staff targets individualized student support through group and individual counseling. With this support, our students are able to realize the importance of the connection between school and successful lifetime employment.

Alternative Evening High School Program

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|---|--|--|
| 10-12 | September - May | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students who are not meeting with success in day school for a variety of reasons, still work towards earning their high school diploma. Students did not graduate with their class can attend the Alternative Evening Program in order to earn their high school diploma | To have students continue to earn high school credits in order to earn their high school diploma | | Students and parents attend an interview with the Alternative Evening Staff to go over the rules of the program. The student and parent sign an agreement that the student will follow the rules to earn high school credit. The Alternative Evening Staff does a transcript review (credit check) to place student in appropriate courses. Students attend credit bearing high school courses to work towards their high school diploma and take necessary Regents exams. Students can meet with school counselors, social worker and/or drug and alcohol counselor on a regular basis to receive support | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will be scheduled for necessary courses needed for high school graduation. Students will also do high school course selection for the following school year, college/technical school planning, or school to work planning | Students will be successful and either go back to day school for the following school year or graduate | Principal, Assistant Supervisor, School Counselors, Social Worker, Drug & Alcohol Counselor | Transcripts, administrator, faculty, counseling services | Parent and Student attend Interview to register. Transcript review, so that student is placed in appropriate courses, student attends class and earns credit |

Additional Programs/Testing

The Sachem Central School District provides students with many opportunities to further prepare themselves for college and or the work force. Our academic and career programs include rigorous coursework opportunities for students to explore areas of interest and the expectation that Sachem students will achieve a high level of excellence.

Advanced Placement (AP) Program Facilitation

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|--------------------------------|---|---|
| 9 - 12 | September - May | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students need the opportunity to take challenging courses that can also earn them college credit | To offer courses to students that will expand their coursework and provide a variety of academic experiences | | Administration and staff will determine what courses will be offered. Faculty to attend AP conferences and be involved in scoring of exams (ex. Social Studies). AP Coordinator distribute materials to students to sign up for exams, order exams, set up rooms for testing, pre-administration of exams, package exams up and submit to college board | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will be programmed into AP courses based on teacher recommendations, counselor recommendations and self-selection | More students will enroll in AP courses. Student's scores will increase | Administration, faculty, staff | AP curriculum, administrator, and faculty training | Administrator, and faculty training. AP Coordinator arranges AP sign-ups, pre-administration of exams and set-up of testing rooms |

College-Level Course Offerings

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|---|--|------------------------------------|
| 9-12 | August-June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students are given the opportunity to take college-level courses | To offer courses to students that will provide a variety of academic experiences | | Counselors will collaborate with faculty to discuss course offerings. Counselors will meet with individual students to discuss course selection and its impact on the student's college and career goals | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Student will be scheduled for college-level courses | Students will earn college credit by taking and passing their college-level courses | Administration, faculty, and staff alignment with college personnel | Faculty training on college/university specific curriculum | Administrator and faculty training |

Regents Exams

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|---|--------------------------------|---|---|
| 8-12 | September -June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students and their parents need to be informed of state assessments needed to successfully graduate from High School | To ensure that all students have the opportunity to meet state exam graduation requirements | | Analyze student records to determine which students still need to pass exams for their diploma type at least three times annually | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students and parents are informed of specific exams required for graduation in September/October of each year and again in February after mid-year grades are submitted | All students will take exams needed to graduate and meet diploma requirements | Administration, faculty, staff | New York State Curriculum assessment materials, student assessment records and transcripts | New York State Curriculum, past assessment materials, student assessment records and transcripts review |

BOCES Programs

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|---|---|---|
| 10-12 | January-June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students are given the opportunity to take Career Training Programs at BOCES/Eastern Long Island Academy of Applied Technology | To offer to student's career training programs that will provide a variety of career and academic experiences | | Counselors will meet with individual students to discuss career training programs and the student's course selections needed for graduation. Students are given the opportunity to attend a BOCES Field Trip in February to view programs that Sachem CSD subscribes to. Interested Students will apply to their program of choice by completing required BOCES In take Application. Counselors will review their student's application ensuring the student is on track for graduation. Building Administration will review applications. Approved Applications are sent to BOCES for final approval. Some programs require passing an entrance exam. (Pharm Tech & LPN Practical Nursing) | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students are scheduled to take Career Training Programs at BOCES/Eastern Long Island Academy of Applied Technology | Students will earn elective credit by taking and passing their career training programs. Students enrolled in CTE Approved programs will also earn the CTE Endorsement upon successful completion of required state assessment exams given by BOCES (NOCTI) | Administrators, faculty, staff alignment with BOCES Personnel | BOCES Course Offerings Outlined in the Guidance Handbook and BOE policies. BOCES Field Trip Experience, New York State Curriculum Outline for Career Education | Liaison Counselor attends three meetings annually with BOCES for program updates and review, disseminates information to counselors and administration. Counselors meet with interested students to discuss programs and graduation |

Career Training Programs- Onsite

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|------------------------------------|---|---|
| 11-12 | January-June | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Students are given the opportunity to take Career Training Programs at Sachem High School East and North | To offer to student's career training programs that will provide a variety of career and academic experiences without having to travel outside of the building | | Counselors will meet with students to discuss the career training programs we offer onsite, Computer Repair Technician 1 & 2, Carpentry 1 &2, Communication Design 1 &2, and Cosmetology 1 &2. Students are given the opportunity to view the programs before they commit. For those interested students, they meet with their counselor to review credits and gradation status in order to be considered. Hospitality will be added to the 2018-19 school year | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students are scheduled into the onsite Career Training Program of their choice | Students will earn elective credit by taking and passing their career training programs. Students enrolled in CTE Approved programs will also earn the CTE Endorsement upon successful completion of required state assessment exams given by BOCES (NOCTI) | Counselor, teacher, administration | Guidance Handbook | Counselors meet with interested students to discuss programs and graduation |

Student Intervention

Optimally, students would always come to school ready to learn. However, there are several reasons that this may not be the case. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise, the counseling staff has a variety of ways to deal with them. These can include interventions within the school or referral to outside agencies. Interventions are made when students have attendance, behavioral, home, or academic problems.

In-school interventions may consist of crisis counseling, individual counseling, and referral to the OSS Team, or referral to the Committee on Special Education (CSE). Often issues that students and families deal with are beyond the realm of what the school is able to offer. When this arises, referrals are made to community agencies. This could involve outside counseling or intervention services, such as a PINS petition. These interventions are all focused on putting the student and/or the family in a better position to be successful.

Student Team Meetings

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|---|--|--|
| 6-12 | September-June | | 1 hour | 40 minutes/week (as needed) |
| Need | Objective | | Activity | |
| Students have varying needs that should be addressed completely from the start to avoid prolonged difficulty | To improve the academic and social performance of students by teaming them with core subject teachers who share common planning time with support staff to discuss and intervene with students | | Team teachers in main core subjects meet with grade level counselors to discuss behavioral and academic observations of students thought to be "at-risk". Strategies are mapped out for each student and implemented by the group. This also may include referrals to OSS staff, CSE, etc. | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Once the needs of the "at-risk" students are addressed, a plan is devised and implemented | Student's progress is reviewed at scheduled followed up meetings, RTI and Child Study Team process | Included but not limited to; Team teachers, counselors, OSS, staff if necessary | Student grades, work examples, progress reports and teacher feedback | Gather all student data to make informed plan for future success of students |

Office of Student Services (OSS)

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|---|--|--|--|---|
| 6-12 | September-June | | 1 hour | 1 1/2 hours per week |
| Need | Objective | | Activity | |
| Students referred by counselors or OSS staff that is experiencing academic or behavioral difficulty | To improve the academic, social, and emotional performance of students who are at-risk | | A team of school personnel meet weekly to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a plan is devised | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| The needs of at-risk students will be addressed, and interventions implemented collaboratively | Student success is reviewed at scheduled follow up meetings | Included but limited to administrators, school counselors, school social workers, school psychologists, nurses | Teacher feedback, report cards, progress reports | Compile all resources to make informed plan for student success |

Child Protective Services Referrals

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|---|-----------------------------|--|---|
| 6-12 | When Necessary | | Ongoing | Ongoing |
| Need | Objective | | Activity | |
| Student safety must be continuously promoted both within the school and at home | To report incidents as mandated and support students when their safety may be compromised | | Students come to counselors, teachers or support staff describing an incident that may need to be reported to Department of Child Protective Services if presenting as the potential for harm. If necessary, the student is seen by the nurse for documentation. If the incident must be reported, the counselors work with OSS personnel, who call CPS after filing the report/referral. When CPS representatives come to school, an OSS member will stay with the student during questioning. The OSS team will follow up taking any necessary and appropriate steps needed. The team will also inform the principal | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students are safe and supported, allowing them to refocus on their education. The agency will then investigate the allegations | Students are safe, and relationship with family improves | Counselor, OSS staff, nurse | Child Protective Services | Compile data and evidence for referral, meet with appropriate staff to discuss students of concern, follow through on recommendations |

New Entrant Registration

| Target Grade | Time Frame | | Preparation Time | Activity Duration |
|--|--|--|---|---|
| 6-12 | Ongoing | | Ongoing | 45 minutes |
| Need | Objective | | Activity | |
| Obtain academic information from previous schools | To accurately place students in classes that are appropriate to their needs and future plans | | Meet with student and parent/guardian, discuss career goals, courses offered, and school procedures. Provide school tours and student buddy systems to help assimilate new entrance | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will be scheduled for appropriate courses that will allow them to pursue career goals as well as meet graduation requirements | Receipt of registration documents, verification of course selection based on previous school records | Counselors, central registration, administration, The Office of Student Services if applicable, The Office of ENL Services if applicable | Student academic records from previous institutions, supporting documents as deemed necessary (past 504 plans, etc.) | Collect previous school information and records |

Counseling Publications

The Counseling Department writes and/or updates several publications each year. The counseling section of the Sachem Central School District's High School and Middle School website pages provides up-to-date information about guidance activities, counselor assignments, scholarship information, PSAT, SAT, ACT, and AP information. Our pages also provide links to provide both students and parents with all publications, and copies of letters which are sent home to parents periodically throughout the school year.

Some of the written documents available in the guidance office are:

- Our **School Profile** provides a description of Sachem High School North and East, the profile is included with every college application.
- The **Guidance Handbook** provides students and parents/guardians with detailed information of courses offered at Sachem High School North and East as well as documents on graduation requirements, college application process, Naviance, attendance policy, National Honor Society requirements, NCAA and evening parent events.
- The **Junior College Handbook** is a step-by-step guide to the college selection and application process.
- The **Senior College Handbook** is a step-by-step guide to the college selection and application process.

These publications are updated yearly by the Counseling Department with the assistance of the administrative staff. The guidance website is updated regularly.

Additional Academic Supports

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|--|---|--|
| K-8 | June-July | 6 Weeks | 1.5-hour sessions | |
| Need | Objective | Activity | | |
| Student/guardian are notified about the potential to advance or failure by teachers/counselor | To educate students in areas of needed improvement | Instructional unit in curriculum Individual counseling Parent conferences | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <ul style="list-style-type: none"> Students will develop the ability to recognize areas of academic need Students will develop the ability to identify their strengths and deficits Students will develop the ability to identify strategies to use toward improvement Parents will understand the need for additional support for student growth | <ul style="list-style-type: none"> Classroom teacher observation of student response Parent feedback | Included but limited to administrators, teachers, school counselors, school social workers, school psychologists, nurses | Summer Enrichment Math Skills Review Homework Club Grade Level extra help | Gather all student data to make informed plan for future success of students |

Saturday Academy

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|--|--|--|
| K-12 | January - March | On Going | 1.5-hour Sessions | |
| Need | Objective | Activity | | |
| Student/guardian are offered a variety of opportunities for additional activities to enhance the academic year | To explore a variety of interests that will enhance the student's academic growth | Organized active play, recreational, educational, and innovative lessons | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| <ul style="list-style-type: none"> Improved academic performance Students will develop the ability to identify their feelings in specific areas of interest Students will develop self-advocacy mechanisms Parents will understand the scope of student's strengths/interests | <ul style="list-style-type: none"> Classroom teacher observation of student response Parent feedback | Included but limited to administrators, teachers, school counselors, school social workers, school psychologists, nurses | Scope courses, STEAM activities, career/interest-based activities, and academic enrichment | District Curriculum Council, Parent Survey, Teacher feedback, and Student interest |

AP Capstone

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|---|--|---|---|
| 10-12 | 2 years | On Going | On Going | |
| Need | Objective | Activity | | |
| Students will develop critical thinking, research, collaboration, time management, writing sophistication and presentation skills | To have students consider learning about topic from multiple perspectives, identify credible sources, evaluate strengths/weaknesses of an argument, and make logical evidence-based recommendations | Students will complete an independent research project Students will present and defend the research findings | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students to score with an exceeding standard and exams toward an AP Capstone Diploma | Committee review of the presenting and defending of the research | Included but limited to administrators, teachers, school counselors | Outline of supplemental materials/resources in the English and Social Studies courses | College Board AP Capstone Curriculum and Specialized Training |

Seal of Civic Readiness

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|--|--|---|---|--|
| 7-12 | On Going | On Going | On Going | |
| Need | Objective | Activity | | |
| Students to demonstrate fundamental knowledge of government, law, history, geography, culture, and economics | Students to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences | Students will demonstrate a mindset of a participant in a democratic society with a commitment to interpersonal, intrapersonal values and virtues through research and project-based activities | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| Students will identify a civic issue/problem facing them, their school, or their community. Analyze, evaluate alternative solutions, design and/or execute a solution for the problem and take an informed action to address the civic issue | Committee review of the presenting and defending of the research | Included but limited to administrators, teachers, school counselors | Outline of supplemental materials/resources in the English and Social Studies courses | Research topics and outline the Project and Presentation |

Science Research

| Target Grade | Time Frame | Preparation Time | Activity Duration | |
|---|--|---|--|---|
| 9-12 | On Going | On Going | On Going | |
| Need | Objective | Activity | | |
| Students will experience independent research in the area of the sciences in preparation for a Senior project | Students will select an area of interest to research from the area of the environmental, biological, chemical, physical, behavioral/social sciences or engineering | To Prepare students for the post-secondary pathway to STEM related careers. Preparing students early for the willingness to take on challenging material, thrive amid competition and demonstrate their skills in research to pursue the possibility of having their findings published | | |
| Outcome | Evaluation | Staff | Resources | Preparation |
| The opportunity to have the scientific findings published or presented in the scientific community. Prepare students for post-secondary STEM programs | The successful development, presentation and completion of Senior Project that will be submitted to various theme-based Science contests/School Science Research Symposium | Included but limited to administrators, teachers, school counselors | Outline of supplemental materials/resources in the Science courses | Research topics and outline in class for the Project and Presentation |