



Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, NY 10520

COMPREHENSIVE GUIDANCE PLAN

Revised September, 2019

Approved by the Croton-Harmon UFSD Board of Education on September 5, 2019

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Brief description of school district:

Located in Westchester County, the village of Croton-on-Hudson is 33 miles north of New York City. The school district's 15,000 residents live in the five-square-mile village as well as in parts of the towns of Cortlandt and Yorktown. Approximately 1,600 students will attend Croton-Harmon Union Free School District this year at either the Carrie E. Tompkins elementary school, the Pierre Van Cortlandt middle school, or the Croton-Harmon high school.

The district offers a wide variety of learning approaches and programs. This enables our students to reach their full potential, develop the habits of mind and social skills necessary to become lifelong learners, and be able to contribute positively to society. Learning expectations are defined in written form at each grade level and subject area so both students and parents know what to anticipate. Traditional standardized tests, performance-based tests, and individual student portfolios are all used to measure a student's accomplishments.

The district provides a full complement of support services at each of the three schools to ensure that all student needs are met. Providers include school counselors, psychologists, social workers, speech therapists, reading specialists, ENL teachers, physical therapist, sign-language interpreter, parent trainers, occupational therapists, vocational counselors, and special education teachers. A wide array of other learning experiences are also available, including athletics, internships, clubs, and workshops. A vibrant after-school program with classes in science, languages, chess, drawing, tae kwon do, and much more is available to elementary school children. A privately run before-and-after-school daycare program is available at the elementary level. A middle school program provides age-appropriate after-school care along with enrichment classes. An extensive adult education program features courses in computers, cooking, art, fitness, and world languages, among many others.

Parents and community members are involved in school activities as volunteers in the schools and on advisory committees that tackle such issues as long-range planning, wellness, the athletic program, and the arts. A Building Planning Council in each school plays a significant role in the process of decision making that focuses on the needs of each school and has teacher, parent, and

student representatives. The school district serves as a gathering place not only for students and parents but also for community members who use the buildings for a variety of events.

District Vision:

The Croton Harmon School District is committed to ensuring that all students will develop the habits of mind and social skills to become lifelong learners, able to contribute to the well-being of society. In order to accomplish this, the Croton-Harmon School District desires to be a world class school system. To be world-class, our district must measure itself against the highest possible standards of quality. These quality standards may be organized under three areas: learning standards, quality systems standards, and quality standards for curriculum, instruction, assessment, and technology.

District Mission:

The Croton-Harmon School District is committed to...

- Challenging all children with high expectations
- Including parents and the wider community as partners in this endeavor
- Fostering a climate of mutual respect
- Having teachers play a strategic role in students' education
- Developing student skills that will enable them to meet responsibly the challenges that lie ahead of them
- Ensuring that graduates will develop into effective communicators, researchers, and problem solvers, individuals who are independent learners and assume responsibility for their own learning and behavior.

Strategic Coherence Plan:

In 2017 the Croton-Harmon School District adopted a Strategic Coherence Plan, focused on challenging all students to be critical and creative thinkers. Support structures for our students, such as this K-12 Comprehensive Guidance Plan, are aligned with this vision. For full details of the plan, please visit our district website.

Profile of a Graduate:

In addition, the district has adopted, as part of its vision, the slogan “Think, Create, Reflect, Respect.” This slogan represents our [Profile of a Graduate](#), a comprehensive look at what we strive for in each of our graduating students. Support structures for our students, such as this K-12 Comprehensive Guidance Plan, directly support the development of all components of the *Profile of a Graduate*.

K-12 Counseling Program Overview

This K-12 Guidance Plan is designed to be a resource for members of the Croton-Harmon Union Free School District K-12 Student Support Services Team and the Croton-Harmon educational community. The plan supports the overall mission of the School District by promoting student and community engagement in the educational planning process, and providing supports for all students to engage in a high-quality, rigorous educational program that will prepare them to be independent learners.

This guidance plan has been constructed in alignment with New York State Education Department regulation 100.2(j). For reference, the text of this regulation has been included as a resource in the appendix of this guidance plan. Additionally, the plan is aligned with the American School Counselor Association (ASCA) National Standards for student and district guidance programs. For more information about these standards, a series of links has been attached in the appendix of this document.

It is our belief that the Croton-Harmon K-12 Guidance Program must be responsive to the changing needs of all our stakeholders. The included map summarizes the scope and sequence of the guidance supports and services in the Croton-Harmon District. Because of the ever-changing needs of our community, we recognize the need to regularly review and update our program, and acknowledge that this document serves to communicate a work in progress to our educational community.

Vision, Mission, and Goals of School Counseling Program

The mission of the Croton-Harmon Guidance Department is to meet the academic, social-emotional, and post-secondary needs of our students. Throughout the school year, we monitor the academic progress of each student and conduct a variety of activities to help students and parents address the goals of our mission.

District Goals for the Guidance Program

- DG1. To work with teachers and other building-level professionals to provide resources and support the delivery of a comprehensive guidance curriculum.
- DG2. To provide an age-appropriate preventative guidance curriculum through the use of small and large group activities.
- DG3. To assist all students with developing academic, career, and personal/social skills, goals and plans.
- DG4. To utilize student data on an ongoing basis to appropriately shape and guide student academic planning.
- DG5. To collaborate and communicate with parents, guardians and educators to assist students with educational and career planning.
- DG6. To identify and provide individual and group social-emotional supports to students in need.
- DG7. To consult and collaborate with all stakeholders, including community providers, regarding students with identified concerns and needs.
- DG8. To maintain a preventative and responsive referral and follow-up process for students with identified needs.
- DG9. To maintain assessment procedures for determining and structuring levels of support for individual students.
- DG10. To provide appropriate information to staff about the comprehensive school counseling program, and how to access programs and services.
- DG11. To assist all stakeholders in interpreting and understanding student data.
- DG12. To maintain current best practices and professional knowledge for all support staff.
- DG13. To integrate appropriate technology resources to support and enhance the school counseling program and conduct program evaluation.
- DG14. To maintain the highest legal and ethical professional standards for the school counseling program.
- DG15. To maintain evaluation of the school counseling program.

Developmental Guidance Plan & Comprehensive School Counseling Program Map

District Level

Many of our counseling services apply to our district K-12 population. Supports and services K-12 are provided by school counselors, school psychologists, the district student assistance counselor, school nurses, assistant principals, the high school dean of students, and the director of Pupil-Personnel Services (PPS). The program is designed to focus on insuring the social-emotional well-being of every student. The district role in the PPS process also includes the responsibility to communicate, implement, and evaluate our programs to support the vision and mission of the district.

CROTON-HARMON UNION FREE SCHOOL DISTRICT						
<i>Delivery</i>	<i>Foundation</i>	<i>Management</i>			<i>Accountability</i>	
Program Activity or Service	Program, activity, or service Description	Timeline	Student Focus	Staff & Resources	District Goal	Assessment
Record review of new entrants	New entrant transcripts, evaluations and other reports are reviewed. English Language survey is provided	Ongoing	K-12	Multi Disciplinary team	DG4	Placement recommendations
Student records and data management	Systems including eSchool Data, Alpine, Naviance, and IEP direct are used for maintaining all student data and records; counselors use to monitor progress	Ongoing	K-12	All support personnel and staff	DG4 DG5 DG13	Student records
Social Skills Groups	Group counseling sessions to develop age appropriate interactions with peers	As per Individualized Education Plan (IEP) or individual need	K-12	Psychologists, School Counselors, Behavior specialists, Student Assistance Counselor	DG2 DG6	Parent feedback Teacher feedback Report cards IEP Progress notes
Counseling	Individual and group counseling to identify and utilize coping strategies	As per IEP or individual needs	K-12	Psychologist, School Counselors, Student Assistance Counselor	DG6	Parent feedback Teacher feedback IEP Progress notes

Crisis Response Team	The provision of a coordinated response to an emotionally charged event	As needed	K-12	All support staff and faculty	DG6 DG7	Referral data
Parent/ Teacher Conference	Student progress is discussed with parent. Data are shared	2-3x yearly depending on building and as needed	K-12	Teacher teams, Parents, Counselors	DG5 DG7	Progress Reports Report Card Attendance Teacher & Parent feedback
Parent/ Counselor Conference	Student progress and individual concerns discussed.	Ongoing	K-12	School Psychologists School counselors	DG5 DG7	Calendars and attendance Parent feedback
Psychological Evaluations	Cognitive evaluative testing as part of a referral to the CSE or a triennial re-evaluation	Ongoing	K-12	School Psychologists	DG4	Referral to CSE Triennial reevaluation
Consultation with outside providers	Communication with student's private providers to ensure consistent supports	As needed	K-12	Support staff	DG5 DG7	Treatment notes Review of records Student observations
Formal Behavior Assessment	Structured assessment of interfering behavior	As needed	K-12	Support Staff	DG6	Behavior Intervention Plans
AIS Services	Academic Intervention Services provided in all buildings	Ongoing	K-12	AIS teacher Classroom teachers	DG7 DG8 DG9	Student progress and grade reports Teacher and parent feedback
Tutoring management	Coordinating access to tutoring support for homebound students	As needed throughout year	K-12	School Counselors	DG8 DG9	Student progress reports and report cards
Olweus Bullying Prevention Program	A structured philosophy focused on the prevention of bullying	Ongoing	K-12	All Staff/Faculty	DG1 DG6 DG12	Olweus Questionnaire Attendance records Discipline records
Unity Day	Coordinated districtwide programs promoting awareness about bullying and our unified response	1x/Year (October)	K-12	All Staff/Faculty	DG1 DG2	Activities in each building Social Emotional Learning Committee (SELC) reflection
Social Emotional Learning Committee (SELC)	A district wide team to oversee the district's social/emotional learning goals for all students	Bimonthly	K-12	Representatives from across the district	DG14 DG12 DG1	Activities and professional development organized and implemented by SELC

District-level Guidance Advisory Committee	Representative committee with charge of providing feedback and input to the district Comprehensive Guidance Plan	2x yearly	K-12	Director of PPS Guidance Director School Counselors School Psychologist Board of Education Parents Students	DG5 DG14 DG15	Record of meetings Feedback from Advisory Committee
Building Level RtI Meetings	On-going, data-driven team meetings to identify students in academic need and develop intervention plans as needed	Weekly	K-12	Building level RtI teams (includes faculty, school counselors, psychologists, and administration)	DG4 DG6 DG7	Review of records Data generated from interventions Parent input Staff feedback
Building At-Risk meetings	Team meeting to identify students in social/emotional need	Weekly/as needed	K-12	Psychologists, Student Assistance Counselor, School Counselors, Administration, nurse when needed	DG6 DG7 DG8	Review of records Parent input Staff feedback Data generated from intervention
District At-Risk Meetings	District-level meeting to share information about escalated cases of students in social/emotional need	Monthly	K-12	Psychologists, Assistant Supt, Superintendent	DG6 DG7 DG8	Administrative feedback Number of outplaced students
Committee on Special Education (CSE)/504 meetings	Mandated multi-disciplinary team to develop and monitor appropriate support plans	At least one time yearly	K-12	CSE or 504 committee	DG7 DG4	IEP production 504 plans Progress on goals
Pupil Personnel Services (PPS) staff meetings	Meetings with counselors, psychologists, nurses, and related service providers to discuss and monitor referral and follow up processes	Quarterly/as needed	K-12	PPS Director Guidance Director Counselors Psychologists Other support staff	DG8 DG9 DG15	Policies and procedures Production of brochures, handbooks, calendars, manuals, community outreach
Team/Grade level/ Dept. meetings	Collaborative meetings with educators to support student success	Ongoing	K-12	All support staff and faculty	DG1 DG4 DG5	Student report cards, formative, and summative assessments Meeting follow up notes

Faculty & Staff Development	Ongoing staff development for general faculty related to the school counseling program	Ongoing	K-12	School Counselors Director of Guidance Outside providers PPS director	DG1 DG12	Teacher feedback Attendance and participation logs
Professional development for school counselors & PPS	Professional conferences, BOCES facilitated training, District work with outside consultants	Monthly and throughout the year	K-12	School counselors, PPS Personnel	DG12	End of year staff APPR documents
Faculty meeting presentations	Educate faculty about guidance curriculum and services	Ongoing; minimum 3x/year	K-12	School counselors Psychologists	DG1 DG10 DG12	Faculty meeting agendas
Guidance department meetings	Collaboration between district counselors, Director of Guidance, and PPS Chairperson	1x/month	K-12	Director PPS Director of Guidance School Counselors	DG15 DG12 DG13	Schedule of meetings Meeting notes
Emails to faculty	To educate faculty about guidance curriculum and services	Ongoing	K-12	School counselors Guidance Director	DG1 DG10 DG12	Record of emails
Professional development conferences	Keep personnel updated on current professional standards	Ongoing, minimum of one attendance per year per counselor	K-12	ES Counselor MS Counselors HS Counselors	DG12 DG14	My Learning Plan record of professional development

Elementary Level

At the Carrie E. Tompkins Elementary School, the full-time school counselor and school psychologist work collaboratively with all general education teachers, special area teachers, special education teachers, support staff, ENL teacher and district behavior specialist to provide comprehensive school counseling and social emotional support programs. The school counselor supports all students by providing social emotional curriculum during regularly scheduled classroom visits. An array of support services including individual and group counseling are provided as needed in accordance with the Response to Intervention model, which is implemented throughout the building. Meetings are held on a weekly basis with classroom teachers, special area teachers, special education teachers, support staff, ENL teacher and district behaviorist working collaboratively to identify students at-risk either academically or emotionally.

CROTON-HARMON UNION FREE SCHOOL DISTRICT						
<i>Delivery</i>	<i>Foundation</i>	<i>Management</i>			<i>Accountability</i>	
Program Activity or Service	Program, activity, or service Description	Timeline	Student Focus	Staff & Resources	District Goal	Assessment
<i>Counseling services</i>						
New Student Groups	The school counselor meets with all new students.	Fall	1-4	School Counselor	DG2	Counselor records of lessons taught
Transition Groups	A small group provided for students who received building level/discretionary counseling in the previous school year. The purpose of the group is to help students transition back to school from summer and gauge whether continued services are needed for the current school year.	Fall	1-4	School Counselor	DG2	Counselor records of lessons taught
Social Skills Groups	Small groups targeting specific social emotional skills as	ongoing/as needed	K-4	School Counselor, School Psychologist	DG2	Counselor records of lessons taught

	determined through the RTI process.					
Programmatic services						
Kindergarten screening	Kindergarten team identifies student needs proactively	Spring	Pre K	Kindergarten team	DG4 DG6	Screening generated report
DIAL-4 Parent questionnaire	As part of our Kindergarten screening, parents are asked to rate their children on self-care and social emotional skills. The school counselor scores the rating scales.	Spring	Pre K	Kindergarten Team, School Counselor	DG8	Registration records
Push-in Classroom Lessons	Lessons provided on an as needed basis requested by the classroom teacher to reinforce a particular social skill or address a social emotional problem within the class	Ongoing/as needed	K-4	School Counselor, School Psychologist	DG1 DG6	Counselor records of lessons taught
Personal Safety Lessons	Students are given information about safe/unsafe/confusing touches and taught what to do if they experience a situation in which they feel unsafe or uncomfortable.	1-2x per year	K-4	School Counselor	DG1 DG2	Counselor records of lessons taught
Positive Behavior Intervention System (PBIS)	Building wide philosophy for students with clear behavioral expectations across different school settings	Ongoing	K-8	All Staff/Faculty	DG1 DG6 DG12	Discipline records Student raffle participation Student behavior
Second Step Curriculum	A research-based curriculum comprised of approximately 20 lessons delivered by classroom teachers. It's purpose is to promote the social-emotional development, safety, and well-being of students.	ongoing	K-4	Classroom Teachers	DG1 DG2 DG6	Teacher lesson plans
Whole School Assemblies/	Assemblies that introduce specific character strengths which are a focus of the school	8x per year	K-4	School Counselor, School	DG2 DG6	Counselor lesson plans

Character Education	for several weeks following each assembly.			Psychologist, Administration		
Social Emotional School Counseling Curriculum	Curriculum focused on interpersonal skills related to character education and in alignment with the whole school assemblies.	8 lessons per year per class (Class or grade level???) - Mark)	K-4	School Counselor	DG2 DG6	Curriculum plans
Counseling Services Brochure	A brochure outlining the school counseling and social emotional support programs at CET	Ongoing	K-4	School Counselor, School Psychologist	DG5	
RULER (RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.)	CET has partnered with the Yale Center for Emotional Intelligence to implement an evidence-based approach to teaching emotional intelligence, providing an educational framework that encompasses a set of practices for comprehensive SEL integration across the school.	Ongoing	K-8	All staff/Faculty	DG6	
Transition meeting (CET & PVC counselors)	Communicate about academic and social/emotional needs as 4th grade students transition to PVC	1x yearly	4th-5th graders	CET and PVC Counselors, Psychologists	DG4 DG3 DG9	Support plans

Middle Level

At the Pierre Van Cortlandt Middle School, two full-time school counselors, and a school psychologist, work collaboratively with general education teachers, special education teachers, support staff, and ENL teachers to provide a comprehensive guidance curriculum. In addition to the calendar of events, counseling staff provide lessons by visiting classrooms at each grade level, plan and support a school-wide advisory program in which all teachers serve as advisors, and provide individual and group counseling/emotional support on an as-needed basis.

CROTON-HARMON UNION FREE SCHOOL DISTRICT						
<i>Delivery</i>	<i>Foundation</i>	<i>Management</i>			<i>Accountability</i>	
Program Activity or Service	Program, activity, or service Description	Timeline	Student Focus	Staff & Resources	District Goal	Assessment
<i>Counseling services</i>						
PBIS	Building wide philosophy for students with clear behavioral expectations across different school settings	Ongoing	K-8	All Staff/Faculty	DG1 DG6 DG12	Discipline records Student raffle participation Student behavior
Advisory Lessons	Curriculum focused on knowledge, attitudes, and interpersonal skills related to character education	2x/month	5-8	Advisory Committee, All staff	DG1 DG2	Student reflection Student survey data
ACPR meetings (grade 6)	Academic and career progress review meetings (Grade 6). Individual and/or small group.	October - November (weeks 4-8 of school year)	6	School counselors	DG3	Schedule of meetings
ACPR meetings (grade 7)	Academic and career progress review meeting (individual meeting with counselor)	February - March 1x yearly	7	School counselors	DG3	Schedule of student meetings Counselor meeting records
ACPR meetings (grade 8)	Academic planning meeting with focus on transition to high school. (Note: career planning in Home/Careers)	Jan.-Feb	8	School counselors	DG3 DG4 DG5	Student schedule
Student Assistance	Substance abuse prevention education and intervention services	Ongoing	7-12	Student Assistance Counselor	DG1 DG2 DG6	SAS Counselor logs

Counseling Program					DG7 DG10	
Transition to Middle School counseling meeting	Introduction to middle school counseling and transition discussion with students	June	4 (Rising 5)	PVC School Counselors	DG1 DG3	Calendars
Transition meetings	Communicate about academic and social/emotional needs as students transition between buildings	1x yearly	4-5 and 8-9	CET, PVC and CHHS Counselors, Psychologists	DG4 DG3 DG9	Support plans
Middle School Tour	Tour of the Middle School for incoming students	June	Rising 5	CET/PVC School Counselor	DG1 DG3	Calendars
Social - Emotional Lessons	Addressing holistic social-emotional development	2-3x/year	5-8	PVC School Counselors	DG2 DG3	Schedule of class lessons
<i>Programmatic services</i>						
Career & college exploration	Exploration of careers (Xello) Choosing a college Personalities and the workplace (survey tool)	Trimester (rotating)	8	Home & Careers teacher	DG3	Xello student accounts College & Career plan - Xello
Big Buddy/Little Buddy Program	Juniors Big Buddies assist Freshman students with transition to CHHS	Spring (8th grade); throughout school year (9th grade)	8th graders	Big Buddy Coordinators, School administrators	DG1 DG3	Student Interest Survey
Olweus Lessons	Provide students information regarding types of bullying and ways to report	1-2x/year	5	School Counselors	DG1 DG2	Schedule of Lessons
8th grade moving up ceremony	Celebrate academic achievement	June	8	All staff	DG3 DG5	Moving up ceremony Moving up program
Flexible Support Program (FSP)	Small-group support program for students at-risk socially or emotionally	Ongoing	5-12	Middle School Special Ed Teacher Middle School psychologist High School Special Ed Teacher	DG4 DG6 DG7	FSP rosters RtI Meeting At-risk meetings

				High School dedicated psychologist		
RULER (RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.)	PVC has partnered with the Yale Center for Emotional Intelligence to implement an evidence-based approach to teaching emotional intelligence, providing an educational framework that encompasses a set of practices for comprehensive SEL integration across the school.	Ongoing	K-8	All staff/Faculty	DG6	
Grade 8 Careers Lessons	Resume Career Family Tree Career Interest Survey Career Research (Naviance) College Research (Naviance)	One Trimester during Grade 8 year	8	Grade 8 Home & Careers teacher	DG3	Student records in Naviance
Grade 8 Career Guest Speakers	Guest speakers invited to Home & Careers classes	Ongoing - H&C classes	8	Grade 8 Home & Careers teacher	DG3	Records of speakers
Career exploration lessons	Pushin classroom lessons taught by counselors, using Xello platform	September; weeks 2-3 of school year	6	School counselors	DG3	Schedule of classroom lessons Xello accounts - grade 6
Course offering presentations	Presentations by faculty to all students of course offerings for the upcoming year. Coincides with release of the new course catalog	1x/year	8-11	All CHHS Faculty HS Counselors MS Counselors	DG3 DG5	Schedule of presentations
Transition Discussions (small group)	Students will discuss those feelings associated with transitioning to HS	3x/year	8	PVC School Counselors	DG3	Schedule of class lessons

High School Level

At the Croton-Harmon High School students are assigned counselors on an alpha basis and a student's counselor remains the same throughout his/her time at the school. The high school guidance program is modeled after the three American School Counselor Association domains: academic, career, and social/emotional development. A substantial portion of the program is focused on supporting students to successfully complete their high school diploma requirements and transition to higher education or to a post-graduate plan of their choosing. School counselors provide services to students, parents, school staff, and the community in the following areas: direct student services, school counseling core curriculum, individual student planning, responsive services, and indirect student services.

CROTON-HARMON UNION FREE SCHOOL DISTRICT						
<i>Delivery</i>	<i>Foundation</i>	<i>Management</i>			<i>Accountability</i>	
Program Activity or Service	Program, activity, or service Description	Timeline	Student Focus	Staff & Resources	District Goal	Assessment
<i>Counseling services</i>						
Student Assistance Program	Substance abuse prevention education and intervention services	Classroom push-ins,; individual and group counseling	7-12	Student Assistance Services (SAS)	DG1 DG2 DG6 DG7 DG10	SAS Counselor log SAS counselor participation in building at-risk meetings SAS counselor participation in community meetings and programs
Academic monitoring	Review of all academic data by HS Counselors for all caseload	Minimum 8x per year (at each report period)	9-12	HS Counselors	DG3 DG4 DG5 DG6 DG7	Counselor records of follow-up meetings with students
Post-secondary transition planning for students with IEPs	Participate at CSE transition meeting	Reviewed yearly	9-12	HS Counselors HS Psychologist	DG 5	IEPs

Course Selection meeting	Course planning and selection meetings with students	February (coincides with delivery of new course catalog and Round Robin)	9-11	HS Counselors	DG3 DG4 DG5	Counselor record of meetings
Rising 9th grade progress review plan meeting	Individual academic and career progress review & welcome meeting	May	8	HS counselors Student Parent (invited)	DG3 DG4 DG5	
Four Year Plan	Review of NYS and Croton-Harmon graduation requirements	Nov-Dec	9	HS Counselors	DG3	Anecdotal feedback from students and parents Student knowledge during individual meetings
ACPR meetings	Academic and Career Progress Review meetings (Grade 9)	December	9	HS Counselors	DG3	Individual Academic & Career Plans
ACPR meetings	Academic and Career Progress Review meetings (Grade 10)	April - mid-May	10	HS Counselors	DG3	Individual Academic & Career Plans
Junior student/parent meetings	Individual meetings for post-secondary planning (Grade 11)	January to mid-March	11	HS Counselors Students Parents	DG3 DG4 DG5 DG11	Schedule of meetings with students
Senior autobiography meetings	Individual college application planning meetings	June-Nov	12	HS Counselors Students Parents	DG3 DG4 DG5	Schedule of counselor meetings
<i>Programmatic services</i>						
Flexible Support Program (FSP)	Small-group support program for students at-risk socially or emotionally	Ongoing	5-12	Middle School Special Ed Teacher Middle School psychologist High School Special Ed Teacher High School dedicated psychologist	DG4 DG6 DG7	FSP rosters RtI Meeting At-risk meetings
Guidance Department Information	Publication to provide information to all stakeholders about comprehensive guidance program at CHHS	Ongoing; revised yearly and posted on website	8-12	Guidance Director HS Counselors Guidance Secretary	DG5	Schedule of mailing HS Guidance website

Guide and Calendar						
Conversation with Counselors	Open-forum meetings with HS counselors to answer parent questions	1-2x yearly	9-12	HS Counselors SAS Counselor	DG5	Attendance records of meetings Session evaluation forms
Financial Aid night	Provide Financial aid process information to parents	1-2x/yearly (Fall/Spring))	9-12	Guest financial aid speaker; HS Counselors	DG5	Attendance records of meetings Session evaluation forms
College Symposium	Seminar sessions on the college process	1x/yearly (Nov-Dec)	9-12	HS Counselors, SAS counselor, College representatives	DG5	Attendance records of meetings Session evaluation forms
Communicate regional college fairs to parents	Alerts and postings to parents	Ongoing	9-12	Guidance Director HS Counselors	DG5	Records of messages
Croton-Harmon Advisory Program (CHAP)	Student advisory to provide students with an adult mentor, advisory sessions, social-emotional support and curriculum	Once per cycle (approx 20 times yearly)	9-12	All CHHS Faculty CHAP Coordinator	DG1 DG2	Record of advisories kept by CHAP coordinator
Teen Leadership Council (TLC)	Club activity focused on substance abuse prevention	Ongoing throughout year (club)	9-12	SAS Counselor	DG2	SAS Counselor log Club activity report
Guidance website & K12 alerts	Comprehensive website to provide information to all stakeholders about comprehensive guidance program at CHHS	Ongoing; revised yearly and on an as-needed basis	9-12	Guidance Director Guidance Secretaries HS Counselors PVC Counselors	DG5 DG13	Guidance websites
College Tours (counselors attend on own)	Make personal contacts with admissions reps; Professional development	Minimum of one campus per year; typically many more	9-12	HS Counselors	DG10 DG12	My Learning Plan record of professional development
Round Robin	Presentations by faculty to all students of course offerings for the upcoming year. Coincides with release of the new course catalog	January 1x/year	9-11	All CHHS Faculty HS Counselors MS Counselors	DG3 DG5	Schedule of presentations
Hispanic College Fair	School field trip to offer opportunity to students	Alternate years	10-12	HS Counselors	DG3 DG5	Attendance records Student feedback

College Visit	Visit to a college with school counselors, targeting students who may not visit with parents	Alternate years	10-12	HS Counselors	DG3 DG5	Attendance records Student feedback
College & Career fair (tech center)	Annual college & career fair during school day at PNW BOCES available to all students	1x/year	10-12	HS Counselors College representatives	DG2 DG3 DG5	Schedule of field trip Field trip attendance list
College admissions rep visits	Representatives from colleges visit HS Guidance Office to recruit and meet with students	September through December	10-12	HS Counselors College admissions representatives	DG3	Attendance lists of college representative meetings
AP Exam mailing	Mailing to all AP students and parents to inform students about AP testing program and schedule	1x/year	10-12 AP Students	Guidance Secretary AP teachers HS Counselors	DG5	Schedule of mailing
BOCES tech open house	Field trip to tech to allow interested students to see tech facilities and programs	1x/year	10-11	HS Counselors BOCES reps	DG3 DG5	Schedule of visits Field trip attendance list
Grade 9/10 parent night	Annual evening meeting with grade 9/10 to provide information on course selection, timelines, upcoming year	1x/yearly (winter)	9-10	HS Counselors SAS Counselor HS Principal HS Assistant Principal	DG5	Attendance records of meetings Session evaluation forms
Transition meeting (PVC & CHHS counselors)	Communicate about academic and social/emotional needs as incoming students transition to CHHS	1x yearly	8th-9th graders	PVC and CHHS Counselors, Psychologists	DG4 DG3 DG9	Support plans Counselor notes
Real Individualized Student Experience (R.I.S.E.) Program Guidance push-in lessons	Career-oriented guidance curriculum delivery for high-needs students using Career-Zone	3x/yearly	R.I.S.E. Students	HS counselors School Psychologist	DG1 DG2 DG5	Transition Plans on IEPs
College Essay Lesson	Formal lessons in English 12 classes on writing college essays	September	12	HS Counselors HS English Teachers	DG3	Quality of student essays Feedback from students, teachers, parents

Naviance - "Do what you are" career assessment	Self-exploration; Linking interest and skills to college careers and majors	April	10	HS Counselors	DG2 DG3 DG13	Naviance logins Career assessments
Naviance college search tools	Intro to "college tool" on Naviance; Students learn to screen schools based on criteria entered	December	11	HS Counselors	DG3 DG4 DG13	Naviance logins College search records Students build list of colleges of interest
Naviance managing college applications/ common app review	Details of application process; Navigation of Naviance college application process; Letters of rec; common application	September (2x, one small group, one full class)	12	HS Counselors	DG3 DG4 DG13	Naviance logins College applications materials entered Meetings with counselors College applications stats
Croton-Harmon Options and Opportunities for a Senior Experience (CHOOSE) / Senior Night	Annual meeting with senior parents to discuss deadlines for seniors; CHOOSE program overview - information session	1x/yearly (fall)	12	CHOOSE coordinator HS Counselors	DG5	Attendance records of meetings Session evaluation forms
CHOOSE	Community internship placements	4 weeks - end of senior year	12	CHHS CHOOSE advisors All CHHS Faculty & administration Community workplace volunteers	DG3 DG4 DG5	Research presentations Peer evaluation Faculty mentor evaluation
CHHS Alumni Luncheon	Annual welcome back to first year graduates	1x yearly, November	12	HS Counselors Senior class advisor First year graduates	DG2 DG4 DG15	Feedback or survey data provided to CHHS Students selected to meet with seniors
Graduation	Celebrate academic achievement	June	12	All staff	DG3 DG5	Graduation ceremony Graduation program
PSAT/ NMSQT	CHHS serves as a test center for this college testing prep program from the College	October	11	Guidance Director	DG3 DG4 DG5	Schedule of testing at CHHS Participation records

	Board. National Merit Scholarship qualifying competition.					
PSAT10	CHHS serves as a test center for this college testing prep program for 10th graders	March	10	Guidance Director	DG3 DG4 DG5	Schedule of testing at CHHS Participation records
BOCES tech presentation	Presentation during advisory to introduce students to BOCES tech program opportunities	1x/year	10	HS Counselors BOCES representatives	DG3 DG5	Schedule of meetings
P.A.S.S. course	Formal skills training for social-emot wellness	3x/cycle freshmen year for all freshmen (required course)	9	Health Teachers, SAS Counselor	DG2 DG6	End of course survey Long-term statistics on social-emotional needs Anecdotal feedback from students, teachers, and parents
Big Buddy/Little Buddy Program	Juniors Big Buddies assist Freshman students with transition to CHHS	Spring (8th grade); throughout school year (9th grade)	8th graders	PVC and CHHS Counselors, Administration, Psychologists	DG1 DG3	Student Interest Survey
Rising 9th grade parent orientation	Evening meeting with parents to provide an overview of Freshman transition to CHHS	1x/yearly (winter)	8	HS counselors SAS Counselor HS Assistant Principal HS Principal Curriculum Coordinators Athletic Director	DG5	Attendance records of meetings Session evaluation forms

Calendars

Sample Monthly Middle School Guidance Calendar of Events

September

- 9/3 Advisory Kick-off event
- 9/10 New Student Breakfast; Grade 6 push-in career lessons begin (2 wks)
- 9/16 ELL Breakfast for students and families, PVC Back-to-School Night Grades 5&6
- 9/30 Back-to-School Night Grades 7-8

October

- 10/1 Olweus lessons begin, grade 5; Grade 6 ACPR meetings begin (4 wks)
- 10/2 Parent-teacher conferences scheduled with teams as needed
- 10/22 Progress reports, first trimester

November

- 11/1 Parent/teacher conferences continue with teams as needed
- 11/15 5th Grade Parent Presentation (Olweus)

December

- 12/15 First Trimester Report cards

January

- 1/2 Olweus Lessons continue, grade 5
- 1/5 Course selection and advising for rising 9th graders
- 1/28 Progress reports, second trimester; Grade 8 academic planning meetings begin (4 wks)
- 1/30 9th grade course selections sheets due

February

- 2/2 Decision-making lessons, Grade 7; Grade 7 ACPR meetings begin (8 wks)

2/20 Rising 9th graders parent orientation evening program

March

3/15 Report cards - second trimester
3/16 Annual Reviews begin for Special Education students
3/20 Wellness week lessons, grade 7

April

4/1 World Language Choice survey, grade 6
4/8 Big Buddy Interest Survey, grade 8
4/15 Parent orientation mailing for rising 5th graders

May

5/1 Third trimester progress reports
5/5 Rising 5th grade parent orientation
5/15 Rising 9th grade visit to high school and Big Buddy Program begins
5/20 Self-awareness lessons, grade 8
5/25 Rising 5th grader visit to middle school

June

6/20 Report Cards, 3rd trimester
6/24 8th grade moving up ceremony

July

7/1 Student scheduling for next academic year begins
7/15 Ice cream social, rising 5th graders

Sample Monthly High School Guidance Calendar of Events

September

9/1 Freshmen PASS guidance lessons begin, College admission reps begin visits

9/7 PSAT registration
9/15 Individual senior counseling meetings begin; counselors writing letters of recommendation and assisting with college applications (10 weeks)
9/18 Deadline for senior autobiographies for early decision/action
9/24 Back-to-school night, all grades
9/30 Deadline for senior autobiographies - all students

October

10/1 FAFSA opens for seniors
10/3 SAT and SAT subject tests offered at CHHS
10/15 College application request deadline for Nov 1st applications
10/14 PSAT/NMSQT given at CHHS
10/21 Southern Westchester College Conference, Westchester County Center
10/22 Northern Westchester College Conference, Yorktown High School
10/23 Financial Aid Night

November

11/1 Four-year academic plan push-in lessons begin (grade 9)
11/20 College Symposium

December

12/1 PSAT scores mailed home; Academic & Career Progress meetings begin, grade 9 (4 wks)
12/2 College Symposium Workshop at CHHS
12/7 Request deadline to guarantee electronic submission for college applications with January 1 deadlines
12/15 PSAT and Naviance workshop in English classes for juniors.

January

1/3 CHHS course catalog published for next school year; Junior academic & career planning conferences for students and parents begin (10 wks)

1/5 "Round-Robin" event at CHHS for students to hear about all course offerings; new course catalogs distributed
1/7 Request deadline to guarantee electronic submission for college applications with January 15 deadlines
1/8 9th and 10th grade parent academic planning workshop
1/15 Counselor presentations to 8th grade about high school course selection; Art/music presentations by faculty

February

2/1
2/2 Mid-year reports submitted to all colleges to which students have applied

2/4 Individual student scheduling meetings begin
2/5 Rising 9th graders parent orientation evening program
2/15 BOCES tech presentation to 10th grade
2/20 Course requests deadline for following school year; PSAT-10 signup for grade 10

March

3/1 AP student/parent bulletin mailing
3/15 BOCES Tech Center presentation to all sophomores
3/20 PSAT-10 offered at CHHS for grade 10

April

4/1 Academic & Career Progress meetings begin, grade 10 (6 weeks)
4/15 After-school pre-administration for all AP students
4/20 Southern Westchester College Fair, Westchester County Center
4/21 BOCES regional college fair (Field trip with counselors)
4/22 Northern Westchester College Conference, Fox Lane HS

May

5/1 National deadline for college deposits
5/2-13 AP exams given at CHHS
5/7 SAT and SAT subject test given at CHHS

5/15 Grade 10 Naviance and career planning sessions
5/16 Individual student/parent/counselor transition meetings begin, grade 8 (2 weeks)
5/30 Rising freshmen visit CHHS and Big Buddy program begins

June

6/15 Counselors begin coordination of summer school and August Regents exams

July

1-15 Final transcripts mailed to colleges
15-30 Rising senior mailing - including student transcripts and autobiography form

August

15 Back to school mailing - all students - includes students schedules

Appendix References:

A. NYSED Regulation 100.2(j) (in effect until July 1, 2019). New proposed regulations have been adopted by the State Education Department; as of this writing we await the final publications of the text of those adoptions. Changes can be viewed on the [New York State Department of Education website for school counseling](#).

Guidance programs.

1. Public schools.

Each school district shall have a guidance program for all students.

- i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

B. NYSED CDOS

New York State Career Development and Occupational Studies Commencement Credential (available only to students with disabilities)

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

OPTION 1:

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

OPTION 2:

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential
- SkillsUSA Work Force Ready Employability Assessment
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by

meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the Credential.

NY State Skills and Achievement Commencement Credential

This credential will recognize each individual student's preparation and skills for post-school employment. The CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. Most students with disabilities will be able to graduate with the CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma because of their disability may graduate with the CDOS Commencement Credential as a student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. Please note that this credential is not an option for students who take the NYS Alternate Assessment.

C. [ASCA National Standards for Students](#) (click here)

D. [NYSSCA Guidance Plan Development document](#) (click here)

E. [Support Personnel Accountability Report Card \(SPARC\) 2014-5](#) (click here)