



Arlington Central School District

K-12 Comprehensive Student Support Plan

2024-2025

Our mission is to empower all students to be self-directed, lifelong learners, who willingly contribute to their community and lead passionate, purposeful lives.

Table of Contents

Introduction	3
Program Objectives - District Strategic Plan	4
Comprehensive Student Support Services	5
Individual Services	5
Group Services	8
Indirect Services	11
Program Development and Goals	19
Action Plan and Professional Development Planning	20
Appendix A Mindset and Behavior Standards	21
Appendix B School Counselors: Areas of Focus by Month	22

Introduction

The Arlington Central School District K-12 Comprehensive Student Support Plan (Plan) has been developed by the District's school counselors, school psychologists, school social workers, elementary teachers, and building and district administrators. The purpose of our Plan is to demonstrate how our program prepares our students to participate effectively in their current and future educational programs while cultivating career readiness, creating postsecondary plans, developing academic skills, and promoting social emotional development.

Our Plan will be reviewed yearly and updated as needed. It is made available on the District's website, and available for review at the Central Administrative Office and each school building.

Our program is designed to provide equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. Our goal is to have each student strive for success and consider college and career paths and options.

We consider each faculty and staff member at Arlington part of each child's team. We believe that our collaborative efforts make a strong impact in supporting our students to achieve our mission.

We value communication and collaboration with families. We will continue to engage families to best support the development of the whole child. In an effort to build strong relationships with families, we will reach out to families and we encourage all families to reach out to us. The stronger our school to home connections are, the better supported our students are.

If parents/guardians of K-5 students would like to discuss their child's progress, communication should be initiated with the child's classroom teacher. If the classroom teacher and parent determine it is appropriate to include others, such as any of the Pupil Personnel Services (PPS) providers, then that would be arranged. The next level of support for K-5 students is the building administration.

If parents/guardians of 6-12 students would like to discuss their child's progress in a particular class, communication should be initiated with the teacher of the class. If progress as a whole is to be discussed, then the parent/guardian should reach out to the child's school counselor.

Program Objectives

District Strategic Plan

The Arlington Central School District mission is to empower all students to be self-directed, lifelong learners, who willingly contribute to their community, and lead passionate, purposeful lives. The core objective of our program is to assist each Arlington student with achieving the district's mission. Our core values outline our beliefs and our strategic objectives drive what we would like each student to strive for.

Our District has defined core values. We believe that:

- All people have inherent value.
- Lifelong learning is essential for growth.
- A community thrives when all members embrace their interdependence with compassion and empathy.
- Potential can only be attained through commitment, resilience, and high expectations.
- All people can learn.
- Change is essential for progress.
- All people are responsible for their choices and actions.

We have also determined our strategic objectives. These include:

- Each student will continually pursue new knowledge, deeper understanding, or skill in a topic of their interest.
- Each student will continually and willingly contribute to their community.
- Each student will demonstrate initiative, responsibility, and action toward a goal of their choosing.

Comprehensive Student Support Services

We provide our students support via direct and indirect services. When we work with our students either in individual sessions or small and/or large groups, it is considered direct student services. Our direct services include the delivery of a school counseling curriculum, individual student planning for careers and postsecondary pathways, and responsive services via counseling and crisis response.

INDIVIDUAL SERVICES

The direct responsive services provided to Arlington students individually are outlined below. The list of topics addressed is not all inclusive and the services are provided on an as needed basis. Individual counseling sessions address a wide variety of topics delivered age appropriately. The individual services below are applicable to students in kindergarten through twelfth grade. Professionals that predominantly provide individual services are our school psychologists, school social workers and school counselors. Other professionals that may be involved are the administrator, teacher, teaching assistant, occupational therapist, physical therapist, nurse, and/or speech-language pathologist.

Domain (Social Emotional Learning [SEL], Academic, Career, Post Secondary)	Topic (Title of the activity)	Key Concept (Mindset and Behavior Standards)
SEL	Mandated IEP/ 504 Individual Counseling (as per IEP / 504 Plan)	M1
SEL	Individual Counseling	M1
SEL, Academic	Academic Counseling	B-SMS 6
SEL, Academic	Attendance Counseling	M6, B-SMS 8
SEL	Grief Counseling	B-SMS 7
SEL	Crisis Counseling	B-SMS 7
SEL	Stress Reduction Counseling	B-SMS 7
SEL	Relationship Counseling	B-SS 3, B-SS 2
SEL	Substance Use & Related Issues Counseling	M1

SEL	Identity-Related Counseling (sexuality, gender, etc.)	M1
SEL	Social Media-Related Counseling	B-SMS 2, B-SMS 9
SEL	Hygiene Counseling	B-SMS 9
SEL	Crisis Intervention	B-SS 9
SEL	Risk Assessments	B-SMS 9
SEL	Classroom Observations	B-SMS 6
SEL, Academic	Psychological Evaluations (done by school psychologists)	B-LS 9
SEL	Child Protective Services (CPS) Interviews	B-SMS 9
SEL, Academic	Reinforcement Inventories	B-LS 4
SEL	Community Agency Interviews (ie. PINS, Youth Services, Mobile Crisis)	B-SS 3
SEL	Re-entry Meetings	B-SMS 10
SEL	Safety Planning	B-SMS 7, B-SMS 9
SEL	Discipline Assistance	B-SMS 1, B-SMS 2
SEL, Academic	Intake Meetings for Out of District Placements (ie. IDT, ITSP, BOCES, etc.)	B-LS 7, B-SMS 7
SEL, Academic	Check and Connect	B-SS 3
SEL, Academic	Behavior Support Planning	B-LS 4, B-SMS 4
SEL, Academic	Functional Behavioral Assessment Interviews	B-LS 9
SEL	Basic Needs Assessments/Interventions (hygiene, coats, food, school supplies)	B-SMS 9
SEL	Accompanying Students to Outside Treatment Facilities (ER, Stabilization Center)	B-SMS 9
SEL	Peer Mediation	B-LS 9, B-SS 2
SEL	Transition Visits	B-SMS 10
SEL	Homeless Student Assessment & Counseling	B-SMS 6

SEL	Child Abuse & Neglect Assessments	B-SMS 9, B-SS 8
SEL	Home Visits	B-SS 3
Academic	Proctoring (ie. NYSTP, AP, Regents)	M5

Individual Services for Specific Grade(s)

We provide individual services that are grade(s) specific. The grade(s) for the specific topic is listed in the table below. The list of topics addressed is not all inclusive and the services are provided on an as needed basis. Professionals that predominantly provide individual services for specific grade(s) are our school psychologists, school social workers and school counselors. Other professionals that may be involved are the administrator, teacher, teaching assistant, occupational therapist, physical therapist, nurse, and/or speech-language pathologist.

However, for each student, in each grade, six through twelve, a certified school counselor shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. This will be done in a one-on-one meeting.

Domain (Social Emotional Learning [SEL], Academic, Career, Post Secondary)	Topic (Title of the activity)	Grade(s)	Key Concept (Mindset and Behavior Standards)
SEL	Personal Safety Presentation Follow-ups	K-5	B-SMS 9
Academic, Post Secondary	Course Selection / Scheduling	8-12	LS-7
Academic	Scheduling Maintenance	6-12	B-SMS 6
SEL	Community Services Assessment, Counseling, & Referrals	6-12	B-SS 3, B-SMS 7
Academic	Grade/Progress Reviews	6-12	M6, M5
Academic	504 Meetings	7-12	B-LS 9
Academic	Committee on Special Education (CSE) Meetings	5-12	B-LS 9
SEL	Probation Intakes/Meetings	6-12	B-LS 9
SEL	Meeting with New Students	6-12	M3

Academic	Summer School Registration	7-12	B-LS 7
Academic	Parent/Teacher Meetings	6-12	B-LS 7
SEL	Manifestation Hearings	7-12	B-SS 9
SEL	School Year Introductory Meetings	9-12	B-SS 3
SEL	Individual Mentee Orientation (Arlington Mentor Program)	9-12	M3, B-SS 3
Academic, Career, Post Secondary	Junior Planning Meetings	11	M4
Career, Post Secondary	College Application Counseling	11-12	M4
SEL	Outstanding Admiral Award Presentation	9-12	B-LS 6
SEL	Student of the Month Rotary Lunch	11	B-LS 6
Career, Post Secondary	Armed Services Vocational Aptitude Battery Registration/Counseling (with the Military Liaison)	10-12	B-SMS 5
Academic	Regents Exam Tickets	9-12	M2, B-LS 3
Academic, Career, Post Secondary	National Collegiate Athletic Association Counseling	9-12	B-SMS 8
Career	Military Counseling	9-12	M4

GROUP SERVICES

The comprehensive student support services provided to Arlington students in small and/or large groups are outlined below. The list of topics addressed is not all inclusive and the services are provided on an as needed basis. Professionals that predominantly provide group services are our school psychologists, school social workers and school counselors. Our administrators, teachers, teaching assistants, occupational therapists, physical therapists, nurses, and/or speech-language pathologists may also be involved.

Domain (Social Emotional Learning [SEL], Academic, Career,	Topic (Title of the activity)	Grade(s)	Key Concept (Mindset and Behavior Standards)
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Post Secondary)			
SEL, Academic	Goal Setting (Academic achievements, social skills, personal growth, emotions)	K-5	B-LS 7
SEL, Academic	Team Work	K-5	B-SS 6
SEL	Emotional Regulation	K-5	B-SMS 2
SEL	Conflict Resolution	K-5	B-SS 6, B-SS 2
SEL, Academic	Motivation	K-12	B-LS 4, M6
SEL, Academic	Community (Helpers)	K-5	B-LS 5, B-LS 10
SEL	Perspective Taking / Empathy	K-5	B-LS 1, B-LS 9
SEL	Identification of Feelings	K-5	M1, B-SS 2, B-SS 4
SEL	Social Skills (taking turns, cooperative play,)	K-12	B-SS 2
SEL, Academic	Growth Mindset	K-5	M6, B-SS 5, B-LS 4
SEL	Communication & "I" Statements	K-5	B-SS 8, B-SS 6
SEL	Coping Skills	K-12	B-SMS 7
Academic	Maintaining Focus	K-5	M1, B-SMS 2
Academic	Study Skills (organization, time management)	K-12	B-SMS 1, B-LS 3
SEL	Mindfulness	K-5	B-SMS 2
Academic	Learning Styles	K-5	B-SMS 1, B-SMS 6, B-SMS 8
Academic	Following Directions/ Active Listening	K-5	B-SMS 2, B-SS 1
SEL	Self-Awareness/ Self-Reflection	K-5	B-LS 4
SEL	Transitional Families	K-5	B-SMS 8
Academic, SEL	Introduction to 6th grade	6	B-SMS 10

Academic, SEL	5th Grade Visit	5	B-SMS 10, M3
Academic	Academic Momentum	6-8	B-LS 4
SEL	Social Skills Group Counseling	6-8	B-SS 9
Academic	Academic Scheduling	7	B-SMS 5, B- LS 8
Career	Career Fair	7-8 (LMS) 8(UVMS)	M4
Academic	Introduction to 9th grade (course selection overview for 9th grade)	8	B-SMS 10, M5, B-LS 8
SEL, Academic	Introduction to High School (support services available at AHS)	9	B-SMS 10
SEL	Activity Fair	9	B-LS 10
Academic, SEL	9th Grade Transition (for parents and students)	9	B-SMS 10
Career	Naviance Career Survey	9	B-LS 7
Career, Post Secondary	College Fairs (fall and spring)	9 - 12	M4
Post Secondary	College Information Night	9 - 12	M4
SEL	Mediation	K - 12	B-SS 2
Career, Post Secondary	Introduction to Career Technical Institute & Career Exploration	10	B-LS 7
Career, Post Secondary	Field Trip to Career Technical Institute	10	B-LS 9
Career, Post Secondary	Job Shadow Day	10	B-LS 9
Post Secondary	PSAT & The College Process	11	M4
Post Secondary	PSAT Classroom Presentations	11	B-SMS 1
Post Secondary	College Process	12	B-LS 7
Post Secondary	College Process/Financial Aid	12	B-LS 9

INDIRECT SERVICES

When we work for students in coordination, collaboration or consultation with others, it is considered indirect student services. This may include making referrals for additional resources; sharing strategies, accommodations and modifications; and working with others to support our students. During consultations, we collect data about student progress, attendance, and student strengths and weaknesses.

Consultations may include school staff, occupational therapists, physical therapists, speech-language pathologists, English as a new language teachers, as well as outside agencies. We collaborate with staff members and families to create a plan of action. During our collaborations we may plan within the Committee on Special Education (CSE) meetings, 504 meetings, during RtI meetings, team meetings, and PLC meetings.

We provide indirect services on a wide variety of topics. The table of indirect services below is not all inclusive and focuses on academic and social emotional topics. Indirect services are mainly delivered by our school psychologists, school social workers and school counselors. Other professionals that may be involved are the administrator, teacher, teaching assistant, occupational therapist, physical therapist, nurse, and/or speech-language pathologist.

Domain (Social Emotional Learning [SEL], Academic, Career, Post Secondary)	Topic (Title of the activity)	Academic and Social Emotional Examples	Grade(s)	Key Concept (Mindset and Behavior Standards)
SEL, Academic	Consultation	Creating a support plan based on student social emotional needs, sensory needs, academic needs, absences, behavioral incidents, and/or observed conduct	K-12	B-SMS 6
SEL, Academic	Team Meetings	Student intervention plans, attendance, enrichment opportunities, progress monitoring, program referrals, social emotional needs	K-12	M1
SEL, Academic	Case Coordination	Case coordination with outside professionals, agencies, home tutors, alternative placements, private physicians and therapists	K-12	B-LS 7
SEL, Academic	Crisis Intervention	Crisis response coordination, develop documentation, disseminate pertinent information, coordinate follow-up services and supports	K-12	M1

SEL, Academic	Professional Development	Turn key training for staff, mindfulness instruction, information on disabilities, parent interaction, professional development meetings, mandated online trainings, professional growth plans	K-12	B-LS 6
SEL, Academic	RTI/SBST	Response to Intervention/School Based Support Team - meeting to develop student intervention plans, observations, progress monitoring	K-12	B-LS 7
SEL, Academic	DASA	Dignity for All Students Act investigations	K-12	B-LS 2
SEL, Academic	Collaborative Meetings	Department meetings, at-risk meetings, professional collaboration meetings, professional learning communities, team meetings, parent meetings, parent/teacher meetings, faculty meetings, colleague to colleague communication, transition meetings, house meetings	K-12	B-SS 7
SEL, Academic	Character Education	Planning, consultation, and implementation of character education programs and activities	K-12	B-SS 5
SEL, Academic	Transition Planning	School transition parent night, coordination of school visits, professional collaboration of related service providers/teachers, student record review (Spring)	K-12	B-SMS 10
SEL, Academic	Collaborative Contact	Call and email parent/guardian/teacher/coach regarding academic, social emotional, attendance, behavior issues; calls and emails to college admissions counselors, employers, volunteer coordinators, military recruiters, and NCAA	K-12	B-SS 3
SEL, Academic	Subpoena	Responding to subpoenas as needed	K-12	M1
SEL, Academic	Record Review	Report card, attendance, discipline records, state assessments, medical records	K-12	B-LS 9
Academic	Open House	Discuss academic programs and expectations for the school year (September/October)	K-12	B-LS 6
Academic	Scheduling Exams	AP exams, State Exams (Spring)	3-12	N/A

Academic	Scheduling	Student schedules, data entry, resolving conflicts, scheduling new students, summer school registration, course recommendations, Regents exam walk-ins	6-12	M5
Career, Post Secondary	Post Secondary Planning	Meeting with admissions counselors, hosting college fairs, meeting with military recruiters, planning for Job Shadow Day, PSAT and the College Process Evening Program, College Admissions Night, Financial Aid Night, college application process, ASVAB coordination and Naviance Evening Program.	9-12	M4
Career, Post Secondary	Letters of Recommendation	Writing letters of recommendation for college, career, volunteer, and scholarships for students	9-12	B-SS 8
SEL, Academic	Meetings	School climate, Building Equity Team, Student Equity Team, Building Leadership Team, BOCES application review, senior non-graduation, coordinator scheduling, Administrative Cabinet meetings, Building & District Emergency Response Meetings, Wellness	K -12	B-SS 2
Academic	Graduation Risk Assessment	Identify students at risk, teacher meetings regarding students at risk, parent phone calls regarding students at risk (Spring)	9-12	B-SMS 5
Academic	Alternative Academic Placement	BOCES Alternative High School, Adolescent Day Treatment, Career and Technical Institute, Alternative Instruction Program, Home Tutoring, Home Schooling coordination, communication and paperwork	9-12	B-LS 7
Academic	Peer Tutor Program	Update and complete forms, coordinate Peer Tutor Program, recruit new peer tutors	9-12	B-SS 2
Career, Post Secondary	Student Tracking	Academic progress, graduation requirements, NCAA requirements, college applications, paperwork for social security, community service hours, good student discount, exit forms, phone logs	9-12	B-SMS 8
SEL	Arlington Mentor Program	Recruit students, recruit mentors, interview mentors, match students with mentors, train mentors, facilitate student orientation, plan and implement after school group events, consult with house teams, support program matches.	9-12	B-SS 2, M3

SEL, Academic, Career, Post Secondary	Field Trips	Coordinate and do all the necessary paperwork and transportation for the following field trips: BOCES, Multicultural College Fair, Equity, Shadow Day, Love Shouldn't Hurt, Rotary Awards.	9-12	B-LS 7
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The table below is another subset of indirect services. These services concentrate on topics that support our students with disabilities as per their Individualized Education Program (IEP) or 504 Plan.

Domain (Social Emotional Learning [SEL], Academic, Career, Post Secondary)	Topic (Title of the activity)	IEP and/or 504 Examples	Grade(s)	Key Concept (Mindset and Behavior Standards)
SEL, Academic	Parent/ Teacher Consultation	Regarding the Committee on Special Education (CSE)/504 process, programs, services, etc.	K-12 IEP/504	M1
SEL, Academic	Psychological Assessments	Scoring, report writing, test interpretation	K-12 IEP/504	M 5
SEL, Academic	Reviewing results with parents, teachers, and providers	Neuropsychological evaluations, Neurologist report, discharge summary, medical reports, academic and cognitive reports	K-12 IEP/504	M1, B-LS 9
SEL, Academic	Social Histories	Initial and updates (done by school social workers)	K-12 IEP	M1, B-LS 9
SEL, Academic	Testing Coordination	Initials and reevaluations	K-12 IEP	N/A

SEL, Academic	Referrals	Coordinating building or parent Committee on Special Education (CSE) referrals	K-12 IEP	N/A
SEL, Academic	Observations	Building level, CPSE, BOCES, private schools	K-12 IEP/504	M1
SEL, Academic	Program Coordination	CPSE, BOCES, private schools, district level placements, transfer students	K-12 IEP/504	N/A
SEL, Academic	Site Visits	Outside placements, district programs	K-12 IEP	M1
SEL, Academic	Ensuring translating needs are met, both written and oral	Requesting translators for Committee on Special Education (CSE)/504 meetings and translating documents for Limited English Proficient parents	K-12 IEP/504	B-SS 1, B-SS 3
SEL, Academic	Participation in meetings	Committee on Special Education (CSE)/504 - reviewing assessment results, recommendations	K-12 IEP/504	B-LS 9
SEL, Academic	Chairing Meetings	As needed in coordination with building principal and special education supervisor	K-12 IEP/504	N/A
SEL, Academic	Functional Behavior Assessment	IEP only	K-12 IEP	B-SS 9
SEL, Academic	Behavior Intervention Plan	IEP only	K-12 IEP	B-SS 9
SEL, Academic	Coordinating Consultation Services	IEP only - behavioral, hearing, vision, OT, PT, SLP, ENL	K-12 IEP	N/A
SEL, Academic	Maintaining Student Files	IEP and 504	K-12 IEP/504	N/A
SEL, Academic	Protocol Inventory and Ordering	Psychological, academic testing, ratings scales	K-12 IEP/504	N/A
SEL,	Writing, Reviewing and	Prior to and following IEP/504 meetings	K-12	N/A

Academic	Coordinating IEP/504 Plans		IEP/504	
SEL, Academic	Progress Reporting/ Coordination	IEP progress notes, counseling summaries, related service logs, Related Service Annual Review Forms	K-12 IEP	B-LS 7
SEL, Academic	Parent Counseling and Training	Scheduling/facilitating for children with Autism classification	K-12 IEP	B-SS 3
SEL, Academic	Research / Professional Learning	Conditions, programs, best practices, treatment, strategies, regulations	K-12 IEP/504	N/A
SEL, Academic	Transition Meetings	CPSE to K, 2nd to 3rd, 5th to 6th, 8th to 9th	K-12 IEP/504	B-SMS 10
SEL, Academic	Psychological & Social Work Consultation	Indirect psychological and/or social work support to students and teachers as required per the IEP	K-12 IEP	B-SS 6
SEL, Academic	Review of Records	Prior testing, diagnoses, background history	K-12 IEP/504	N/A
SEL, Academic	Manifestation Hearing Preparation	Review of discipline records	K-12 IEP	
SEL, Academic	Scheduling Committee on Special Education (CSE)/504 meetings	Committee on Special Education (CSE)/504 Meetings	K-5 IEP/504	M1

The table of indirect services below outlines some of the basic needs support provided to our students and families. The list is not all inclusive.

Domain (Social Emotional)	Topic (Title of the activity)	Basic Needs Support Examples	Grade(s)	Key Concept (Mindset and Behavior)
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Learning [SEL], Academic, Career, Post Secondary)				Standards)
SEL, Academic	Food	Food pantries, backpack program, holiday baskets, snacks	K-12	B-SMS 6
SEL, Academic	Safety	CPS, preventative, PINS services, personal safety presentation, domestic violence, cell phones, internet, school safety meetings	K-12	B-SMS 9
SEL, Academic	Shelter	McKinney Vento - homeless services, financial support for utilities, temporary/ emergency/transitional housing, eviction support	K-12	B-SMS 6
SEL, Academic	Mental Health Support	Referrals and contact with community based mental health providers, in-home support, parenting groups, support groups and/or training, stabilization center, mobile crisis, short-term therapeutic placement, case management, in-patient/ER hospitalization, developmental disabilities referrals/support, risk assessment follow up	K-12	B-SMS 6
SEL, Academic	Medical Support	Insurance, prescriptions, glasses, public health, personal hygiene supplies, medical/clinic referrals, collaboration with physicians	K-12	B-SMS 6
SEL, Academic	Enrichment Opportunities	Camp referrals and scholarships, extra-curricular scholarships, leadership program referrals, outstanding Admiral nominations	K-12	B-LS 10
SEL, Academic	Supplies	Clothing, coats, school supplies, personal hygiene supplies, holiday help	K-12	B-SMS 6
SEL, Academic	Attendance	Home visits, phone calls & conferences, child care referrals, attendance letters, daily attendance checks, CPS, PINS, and youth services referrals	K-12	B-SMS 6

SEL, Academic	Transportation	Coordination and planning for: in-school performances, holiday gifts, Regents and AP exams, summer school, programs outside of home school	K-12	B-SMS 6
SEL, Academic	Crisis/Disaster Relief	Fundraising, community outreach, crisis management meeting and review, donation coordination, crisis planning, event planning, crisis counseling with staff	K-12	B-SMS 6

Program Development and Goals

We have collaboratively identified the following goals for the 2024-2025 school year.

Goal 1:

We will monitor Plan implementation over the course of the 2024-2025 school year and work in the spirit of continuous improvement adjusting our Plan to match our practice.

Goal 2:

Each group will meet the stated accountability goal for the 2024-2025 school year.

Group	2024-2025 Accountability Goal
K-5 Psychologists and Social Workers	Each PLC will create 1-2 customized goal(s) in at least 2 core competencies of SEL (E.g., Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) that can be used in our counseling work with mandated and non-mandated students.
6-8 Psychologists and Social Workers	Each school social worker and school psychologist will support the implementation of SEL lessons in the middle school.
6-8 School Counselors	Each counselor will meet with 100% of their students and provide an annual individual progress review plan, which will reflect on each student's educational progress and career plans.
9-12 Psychologists and Social Workers	100% of mandated students' counseling hours will be offered.
9-12 Psychologists and Social Workers	100% of mandated students will have achieved their IEP counseling goals by June or have a comprehensive explanation of progress status.
9-12 School Counselors	Each counselor will meet with 100% of their students and provide an annual individual progress review plan, which will reflect each student's educational progress and career plans.
9-12 School Counselors	Each counselor will meet with 100% of their students to review student information in School Links as the district transitions from Naviance to School Links.

Action Plan and Professional Development Planning

We plan to engage in professional learning throughout the 2024-2025 school year on a variety of topics. The team of counselors, social workers and psychologists will be relied upon for their expertise in supporting the wellness of our students and staff. School counselors, school social workers, and school psychologists will provide collaborative and deliberate focus on social emotional learning. Our team will provide resources and share their expertise with the faculty and staff of Arlington so they may support our students in order for them to effectively access the teaching and learning process.

PROFESSIONAL LEARNING COMMUNITY:

The counselors, social workers and psychologists will meet in professional learning communities (PLC) for the 2024-2025 school year. PLCs will meet monthly and may discuss implementation of the Plan, brainstorm ideas for improvement, determine horizontal and vertical alignment, analyze data, engage in professional learning on relevant topics, and research resources.

MINDFULNESS:

Mindful Schools training was made available for district staff during the past several years, as our goal is to implement mindfulness practices with students. Staff will implement mindful practices from the Mindful Schools training during the 2024-2025 school year.

We intend to keep the [mindfulness room at Arlington High School](#) open for the 2024-2025 school year. Students may access the room during lunch periods. It will be staffed by a Pupil Personnel staff member. Other schools throughout the district have also developed mindfulness spaces for students that will continue to support student mindfulness for the 2024-2025 school year.

ADVISORY COUNCIL:

An advisory council (council) will continue to meet during the 2024-2025 school year to review our Plan.. The council will meet at least twice; likely in January and May. The council is composed of representative stakeholders including a parent, member of the board of education, school building and district leaders, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and school psychologists. The council reviews and advises on the implementation of our Program.

The council creates and submits an annual report to the Board of Education.

Appendix A

Mindset and Behavior Standards

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

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

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

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix B

School Counselors: Areas of Focus by Month

Grades 6-8 School Counselors

	6th Grade	7th Grade	8th Grade
July	<ul style="list-style-type: none"> • Summer School Registration • Scheduling • New Registrations 	<ul style="list-style-type: none"> • Summer School Registration • Scheduling • New Registrations 	<ul style="list-style-type: none"> • Summer School Registration • Scheduling • New Registrations
Aug	<ul style="list-style-type: none"> • Scheduling • New registrations • Walk throughs 	<ul style="list-style-type: none"> • Scheduling • New registrations • Walk throughs 	<ul style="list-style-type: none"> • Scheduling • New registrations • Walk throughs
Sept	<ul style="list-style-type: none"> • Classroom presentations in SS classes; Who/ Where/ Why/ What - role of counselor, building resources, organizational strategies for success in grade 6 • Adjust student schedules as needed • Individual meetings with students new to the district (building tours, review schedule) • Teacher communications about important information for success with high-need and/or notable students • Attend open house and schedule follow up meetings with parents as needed • Support students struggling with the transition to middle school 	<ul style="list-style-type: none"> • Classroom presentations in SS classes; building resources, organizational strategies for success in grade 7, Earth Science, Art, CTE and Algebra options for 8th grade pending grades in 7th • Adjust student schedules as needed • Individual meetings with students new to the district (building tours, review schedule) • Teacher communications about important information for success with high-need and/or notable students • Attend open house and schedule follow up meetings with parents as needed 	<ul style="list-style-type: none"> • Classroom presentations in SS classes; building resources, organizational strategies for success in grade 8, HS readiness • Adjust student schedules as needed • Individual meetings with students new to the district (building tours, review schedule) • Teacher communications about important information for success with high-need and/or notable students • Attend open house and schedule follow up meetings with parents as needed
Oct	<ul style="list-style-type: none"> • Review mid-marking period 	<ul style="list-style-type: none"> • Review mid-marking period reports 	<ul style="list-style-type: none"> • Review mid-marking period reports and counsel

	reports and counsel students as necessary <ul style="list-style-type: none"> • Begin individual meetings with students for AIPRP • Attend CSE/504 meetings for any new registrations and ensure schedule accurately reflects program 	and counsel students as necessary <ul style="list-style-type: none"> • Begin individual meetings with students for AIPRP • Attend CSE/504 meetings for any new registrations and ensure schedule accurately reflects program 	students as necessary <ul style="list-style-type: none"> • Begin individual meetings with students for AIPRP • Attend CSE/504 meetings for any new registrations and ensure schedule accurately reflects program • (UVMS) Begin working on contacts for the annual career fair
Nov	<ul style="list-style-type: none"> • Review 1st quarter marking period report cards and counsel students as necessary • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Work in conjunction with the social worker to create a list of students who are in need of winter gear, holiday meals and gifts 	<ul style="list-style-type: none"> • Review 1st quarter marking period report cards and counsel students as necessary • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Work in conjunction with the social worker to create a list of students who are in need of winter gear, holiday meals and gifts 	<ul style="list-style-type: none"> • Review 1st quarter marking period report cards and counsel students as necessary • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Work in conjunction with the social worker to create a list of students who are in need of winter gear, holiday meals and gifts
Dec	<ul style="list-style-type: none"> • Support students as necessary based on increased academic and social emotional demands 	<ul style="list-style-type: none"> • Support students as necessary based on increased academic and social emotional demands 	<ul style="list-style-type: none"> • Support students as necessary based on increased academic and social emotional demands • Participate in the special education rising 6th and 8th grade transition meetings
Jan	<ul style="list-style-type: none"> • Review mid-marking period reports and counsel students as necessary 	<ul style="list-style-type: none"> • Review mid-marking period reports and counsel students as necessary 	<ul style="list-style-type: none"> • Review mid-marking period reports and counsel students as necessary
Feb	<ul style="list-style-type: none"> • Classroom presentations in SS classes; Language selection, organizational & academic strategies for success in grade 6 • Audit grade reports and create and send letters for those in danger of failing their core classes (<70 in core avg) 	<ul style="list-style-type: none"> • Classroom presentations in SS classes; organizational strategies for success in grade 7, Earth Science, Art, CTE and Algebra options for 8th grade • Audit grade reports and create and send letters for those in danger of failing their core classes (<70 in core 	<ul style="list-style-type: none"> • Meet with 8th grade teams for course recommendations • Classroom presentations in SS classes; organizational strategies for success in grade 8, course selection for 9th grade, diploma options/ requirements • Meet with each student to discuss and plan HS course selection • Facilitate parent conferences on course selection as

		avg)	needed <ul style="list-style-type: none"> 8th grade students attend the HS presentation in buildings during school; 8th grade parents attend evening HS presentation
Mar			<ul style="list-style-type: none"> Classroom presentations in SS classes; organizational strategies for success in grade 8, course selection for 9th grade, diploma options/ requirements Meet with each student to discuss and plan HS course selection Facilitate parent conferences on course selection as needed Meet with 5th grade teachers for AIS, accelerated math and articulation on students
April	<ul style="list-style-type: none"> Analyze data and teacher recommendations for accelerated math Audit grade reports and create and send letters for those in danger of failing their core classes (<70 in core avg) Input course selection 	<ul style="list-style-type: none"> Analyze data and teacher recommendations for Earth Science, Art, CTE and Algebra Audit grade reports and create and send letters for those in danger of failing their core classes (<70 in core avg) Input course selection 	<ul style="list-style-type: none"> Audit grade reports and create and send letters for those in danger of failing their core classes (<70 in core avg) Meet with students in danger of failing their language course
May	<ul style="list-style-type: none"> Conclude individual meetings with students for AIPRP Meetings Course verification Meet with students in danger of failing the year, call parents; create plans and goals for success 	<ul style="list-style-type: none"> Conclude individual meetings with students for AIPRP Meetings Course verification Meet with students in danger of failing the year, call parents; create plans and goals for success 	<ul style="list-style-type: none"> Add/drop sheets for HS courses Course verification Conclude individual meetings with students for AIPRP Meetings Meet with students in danger of failing the year, call parents; create plans and goals for success
June	<ul style="list-style-type: none"> Failure meetings with teachers and administrators Summer school planning 	<ul style="list-style-type: none"> Failure meetings with teachers and administrators Summer school planning 	<ul style="list-style-type: none"> Add/drop sheets for HS courses Course verification Failure meetings with teachers and administrators Summer school planning 8th grade students attend a presentation on honors English & SS

			<ul style="list-style-type: none"> • Rising 6th graders meet with principal and counselors at the middle school
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Grade 9 School Counselors

	9th Grade
July (c. 5 days)	<ul style="list-style-type: none"> • Create and populate google classrooms • Audit individual transcripts for the coming school year (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary, complete transcript history forms • Manual audit of individual schedules to adjust for any computer generated conflicts • Summer school check in (conversations with teachers and/or students about attendance and grades) • Send reminders via google classrooms for Freshman Orientation, bell schedules, school calendars, contact information • Individual meetings w/new registrants, tours, share information regarding summer assignments if needed
Aug (c. 10 days)	<ul style="list-style-type: none"> • Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) • Send announcements regarding important dates via google classrooms (pictures, school calendar, back to school information, freshman orientation information) • Schedules are accessible on Parent Portal in August and follow up is extensive with all students and parents that have reached out to counselors for schedule adjustments • Teacher communications about important information for success with high-need and/or notable students • Make recommendations for credit recovery, facilitate parent/administrator meetings and contracts, make schedule changes • Audit individual transcripts for students that attended summer school (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary • Connect with families in need of chrome books or hotspots, assist/refer technology issues
Sept	<ul style="list-style-type: none"> • Connect with families in need of chrome books or hotspots, assist/refer technology issues • Classroom visits to distribute planners, introduction to grade 9, building expectations, guidance passes/visits • Naviance presentations at 9th grade parent night • Adjust student schedules as needed • Individual meetings with new students to AHS (building tours, transcript audit, course selection and guild

	<p>schedule, graduation requirements, athletic eligibility, complete transcript history forms)</p> <ul style="list-style-type: none"> • Teacher communications about important information for success with high-need and/or notable students • Student/parent/teacher conferences • Introductory meetings with all of our students “get to you know you”, familiarize students with house office, meet house staff • Free & reduced lunch applications as needed • Monitor attendance, contact parents
Oct	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Review mid-marking period report and counsel students on achievement and engagement • Attend CSE/504 Meetings for any new registrations and ensure schedule accurately reflects program • Student/parent/teacher conferences • Activity Fair • Attendance calls, referrals to Youth Services as needed, home visits as needed • Add students to list for walk-in exams as needed
Nov	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Review 1st quarter marking period report cards and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Create and send attendance letters to students and parents addressing attendance concerns • Identify, connect and submit paperwork for families who may need holiday support (Thanksgiving and winter holiday gifts and meals) • Naviance Introduction • Student/parent/teacher conferences
Dec	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Review mid-marking period reports and counselor students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 2nd quarter progress reports • Communicate with teachers about students at risk of failing • Student/parent/teacher conferences
Jan	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Individual meetings with all students in danger of not passing 1st semester courses • Ongoing and regular communication with teachers and administrative team about students at risk • Student/parent/teacher conferences • Individual meetings with students who need regents exam and giving exam tickets, schedule • Communicate exam schedules to students & families

	<ul style="list-style-type: none"> • Individual meetings with students for progress review, course selection for next year
Feb	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Adjust student schedules as needed based on 1st semester report card grades • Attend annual review meetings for special education students and 504 students • Student/parent/teacher conferences • Individual meetings with students for progress review, course selection for next year
Mar	<ul style="list-style-type: none"> • Individual meetings for AIPRP and career/college exploration • Attend annual review meetings for special education students and 504 students • Student/parent/teacher conferences • Individual meetings with students for progress review, course selection for next year • Review 3rd quarter mid-marking period reports and counsel students on achievement and engagement • Ongoing and regular communication with teachers and administrative team about students at risk
April	<ul style="list-style-type: none"> • Review 3rd quarter marking period report cards and counsel students on achievement and engagement • Call home for all students at risk of failing courses • Student/parent/teacher conferences • Ongoing and regular communication with teachers and administrative team about students at risk • Attend annual review meetings for special education and 504 Meetings; • Meet with students for course selection as needed due to course cancellations
May	<ul style="list-style-type: none"> • Individual meetings with students at risk • Ongoing and regular communication with teachers and administrative team about students at risk • Communicating with parents • Attend CSE Meetings and 504 Meetings • Administer AP exams to all students (all counselors are head proctor for at least 1 exam) • Student/parent/teacher conferences
June	<ul style="list-style-type: none"> • Individual meetings with students at risk • Ongoing and regular communication with teachers and administrative team about students at risk • Communicating with parents • Attend CSE Meetings and 504 Meetings • Distribute exam tickets for walk-in exams • Administer AP exams to all students (all counselors are head proctor for at least 1 exam) • Contact all students who failed courses to discuss summer school enrollment or revise schedule as needed • Summer School registration for courses and walk-in exams

Grade 10 School Counselors

	10th Grade
July (5 days)	<ul style="list-style-type: none"> • Mid-July phone calls to summer school students for check-in (post- report card #1) • Have conversations/email exchange with summer school teachers and/or students about attendance and grades • Create and populate google classrooms • Audit individual transcripts for the coming school year (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary • Manual audit of individual schedules to adjust for any computer generated conflicts
Aug (10 days)	<ul style="list-style-type: none"> • New Student Registrations: Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility). Also distribute technology information and school passwords to them (technology orientation) • Check in with students from summer school about final grades (through phone or google meets). Discussion of how their new academic year schedule is impacted, if any changes must occur. • Audit individual transcripts for students that attended summer school (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary • Emailed teachers in each department that our house would be working with-gave our names, alpha break down, contact information • Sending announcements regarding important dates and information for the new academic school year (via google classrooms, School Tool & Naviance). This includes school pictures/ID, AP exams sign ups, college information dates, PSAT testing information, Naviance information and college visits/mini-fair schedules to view) • Schedules are accessible on Parent Portal in August and follow up is extensive with all students and parents that have reached out to counselors for schedule adjustments • Teacher communications about important information for success with high-need and/or notable students • Facilitate academic planning meetings with families as per family requests • Make recommendations for credit recovery, facilitate parent/administrator meetings and contracts, make schedule changes
Sept	<ul style="list-style-type: none"> • Check in with at-risk students. Email through private email addresses, or call down to office if attending school. • Did presentations for students on how to log into acsdny and update parent portal • Delivered HotSpots and chromebooks

	<ul style="list-style-type: none"> • Assisted with textbook & ID distribution or remote students • Begin AIPRP meetings with sophomores for career counseling • Adjust student schedules as needed • Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) • Teacher communications about important information for success with high-need and/or notable students
Oct	<ul style="list-style-type: none"> • PSAT presentations in Grade 10 AP and Honors Social Studies classrooms. Also post on Google Classrooms and send out through email to parents in regard to limited grade 10 availability. • Facilitate Sophomore Parent Night and Setup Parents Account Registration for Naviance • Individual meetings sophomores continue for AIPRP and postgraduate counseling • Review mid-marking period #1 reports and counsel students on achievement and engagement • Attend CSE/504 Meetings for any new registrations and ensure schedule accurately reflects program • Advertise HOBY leadership opportunity with information and application (google, announcements, emails) • Review students' records to order regents exams if needed
Nov	<ul style="list-style-type: none"> • Individual meetings with sophomores for AIPRP and postgraduate counseling • Review 1st quarter marking period report cards and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Create and send attendance letters to students and parents addressing attendance concerns • Identify, connect and submit paperwork for families who may need holiday support (Thanksgiving and winter holiday gifts and meals) • Collect HOBY applications, gather materials to vote on 2 candidates, do paperwork with the district Business Office and register chosen students for the conference. • Gather gifts/food for a family in need of holiday support
Dec	<ul style="list-style-type: none"> • Individual meetings with sophomores for AIPRP and postgraduate counseling • Home visits where needed due to not being able to attend school, or has high attendance • Virtual field Trip with You Tube Video of CTI/BOCES • Classroom presentation on careers using Naviance program and discussing BOCES • Review mid-marking period reports and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 2nd quarter progress reports • Communicate with teachers about students at risk of failing
Jan	<ul style="list-style-type: none"> • Sent out email regarding scheduling season and expectations and placed in google. • Created and sent out survey regarding scheduling, interest for BOCES, NCAA (asked for email & cell numbers) • Start scheduling for the following school year/11th grade

	<ul style="list-style-type: none"> • Individual meetings with students who need regents exams and giving exam tickets, schedule • Communicate the final exam schedule to students and families • Call students and families if students are absent from exams. • Review and confirm January graduates diploma types and post secondary plans • Create and send attendance letters to students and parents addressing attendance concerns
Feb	<ul style="list-style-type: none"> • Individual meetings with sophomores for AIPRP, scheduling and postgraduate counseling • Distribute and collect BOCES/CTI application, work with nurses and Mrs Hartman to process applications • Mid-Year Grade Review Meetings with at-risk students • Continued Course Selection (On Google Meet & Hybrid) • Advertise about Science Research class and applications • Begin SHADOW DAY survey to students • Adjust student schedules as needed based on 1st semester report card grades • Attend annual review meetings for special education students, cse
Mar	<ul style="list-style-type: none"> • Finish individual meetings with sophomores for AIPRP and postgraduate counseling • Finish Course Selection (On Google Meet & Hybrid) • Planning for and attending 504 meetings and CSE meetings (i.e., sending questions to teachers for 504 meetings) • Communicate with community member representatives for RYLA conference and application • Advertise RYLA conference and distribute application (google, email, naviance, announcements) • Distribute and collect BOCES/CTI application, work with nurses and Mrs Hartman to process applications • Review 3rd quarter mid-marking period reports and counsel students on achievement and engagement • Send and collect surveys from teachers for 504 meetings. • Attend annual review meetings for all special education students, 504 and CSE meetings.
April	<ul style="list-style-type: none"> • Review 3rd quarter marking period reports and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 3rd quarter report cards • Naviance presentation with English classes- Career Interest Profile/Inventory. - • Write Letters or Recommendation for students applying to RYLA and/or pre-college summer programs,as requested from individual students • Official Career Exploration Shadow Day, students may be excused if they are shadowing a professional for the day. • -Setup RYLA interviews with Poughkeepsie-Arlington and Lagrange Sunrise Rotary Clubs • Create Sophomore in danger of not passing list for Administrators to create a parent letter • Send and collect surveys from teachers for 504 meetings. • Attend annual review meetings for all special education students, 504 and CSE meetings.
May	<ul style="list-style-type: none"> • Meet in small groups to give information about tips for finishing strong and summer planning “end of year

	<p>information meeting”</p> <ul style="list-style-type: none"> ● Facilitate parent, student and teacher meetings regarding 3rd quarter report cards, or phone parents ● Meet with students individually at risk of not passing for the year. ● Attend mandated CSE and 504 meetings, collect teacher survey prior to 504 meeting ● 2021 began classroom career presentations using naviance ● Ongoing and regular communication with teachers and administrative team about students at risk of not passing ● Administer AP exams to all students (all counselors are head proctor for at least 1 exam)
June	<ul style="list-style-type: none"> ● Meet with students at risk of failing a class ● Ongoing and regular communication with teachers and administrative team about students at risk of failing ● Call any student not in attendance for a final exam (either in school final or exam week final) ● Facilitate make-up exams and make-up work for students during exam week ● Review final grades, and communicate with students and parents regarding any failure of exams or classes. ● Meet with parent and student to sign up for summer school ● Review grades for course prereq and waivers needed to take next year courses ● Attend CSE and 504 meetings, collect survey questions prior to 504 meeting

Grade 11 School Counselors

	11th Grade
July (c. 5 days)	<ul style="list-style-type: none"> ● Create and populate google classrooms ● Audit individual transcripts for the coming school year (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary ● Manual audit of individual schedules to adjust for any computer generated conflicts ● Summer school check in (conversations with teachers and/or students about attendance and grades) ● Send reminders via google classrooms for Senior Fact Sheet (student-generated post secondary and career planning)
Aug (c. 10 days)	<ul style="list-style-type: none"> ● Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) ● Send announcements regarding important date via google classrooms (pictures, AP sign ups, ACT/SAT testing information, Naviance information, college visits, NCAA) ● Schedules are accessible on Parent Portal in August and follow up is extensive with all students and parents that have reached out to counselors for schedule adjustments

	<ul style="list-style-type: none"> • Teacher communications about important information for success with high-need and/or notable students • Facilitate the planning/scheduling of junior planning meetings • Make recommendations for credit recovery, facilitate parent/administrator meetings and contracts, make schedule changes • Audit individual transcripts for students that attended summer school (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary
Sept	<ul style="list-style-type: none"> • PSAT-SAT classroom presentations • Facilitate junior planning meetings with students/families. Incorporate AIPRP individual meetings during junior planning meetings as appropriate. • Adjust student schedules as needed • Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) • Teacher communications about important information for success with high-need and/or notable students • Post Junior planning booklet (house website, google classroom, admin monthly newsletter) • Advertise evening program (house website, google classroom, admin monthly newsletter)
Oct	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Review mid-marking period reports and counsel students on achievement and engagement • Attend CSE/504 Meetings for any new registrations and ensure schedule accurately reflects program • Give students Fee Waivers for SATs and ACTs
Nov	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Review 1st quarter marking period report cards and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Create and send attendance letters to students and parents addressing attendance concerns • Identify, connect and submit paperwork for families who may need holiday support (Thanksgiving and winter holiday gifts and meals)
Dec	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Review mid-marking period reports and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 2nd quarter progress reports • Communicate with teachers about students at risk of failing

Jan	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Meet individually with students for senior year course selection • Individual meetings with all students and parents in danger of not passing 1st semester courses • Individual meetings with students who need regents exams and giving exam tickets, schedule • Communicate the final exam schedule to students and families • Create and send attendance letters to students and parents addressing attendance concerns • Give students Fee Waivers for SATs and ACTs
Feb	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Meet individually with students for senior year course selection • Adjust student schedules as needed based on 1st semester report card grades • Attend annual review meetings for special education students and 504 students • Give students Fee Waivers for SATs and ACTs • Review 2nd quarter marking period report cards and counsel students on achievement and engagement
Mar	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Meet individually with students for senior year course selection • Give students Fee Waivers for SATs and ACTs • Review 3rd quarter mid-marking period reports and counsel students on achievement and engagement • As needed, facilitate parent, student and teacher meetings regarding 3rd quarter progress reports • Attend annual review meetings for all special education students and 504 students • Assist students who need additional support after junior planning meeting with their plans for life after high school (researching colleges, military, careers) • Communicate junior year scholarships opportunities for all students
April	<ul style="list-style-type: none"> • Continue with junior planning meetings, consider combining AIPRP with this meeting (Consider meeting with students in GPA rank order) • Review 3rd quarter marking period reports and counsel students on achievement and engagement • Call home for all students in danger of not passing (including early grads) • Facilitate parent, student and teacher meetings regarding 3rd quarter report cards • Assist students who need additional support after junior planning meeting with their plans for life after high school (researching colleges, military, careers) • Attend annual review meetings for all special education students and 504 students • Create Senior in danger of not graduating list for principals letter

	<ul style="list-style-type: none"> • Communicate junior year scholarships opportunities for all students • Ongoing and regular communication with teachers and administrative team about students at risk of not passing
May	<ul style="list-style-type: none"> • Individual meetings with any student failing a course (including early grads) • Ongoing and regular communication with teachers and administrative team about students at risk of not passing • Communicating with parents about students who aren't passing • Administer AP exams to all students (all counselors are head proctor for at least 1 exam) • Attend annual review meetings for all special education students and 504 students • Facilitate parent, student and teacher meetings regarding 4th quarter progress reports focusing on students not previously identified at risk of not passing • Post information on how to access common application and naviance • Assist students who need additional support after junior planning meeting with their plans for life after high school (researching colleges, military, careers) • Post Senior Fact Sheet in Google classroom and house website • Communicate junior year scholarships opportunities for all students • Meet with house team to determine junior year scholarship recipients
June	<ul style="list-style-type: none"> • Assist students who need additional support after junior planning meeting with their plans for life after high school (researching colleges, military, careers) • Individual meetings with any student failing a course (including early grads) • Ongoing and regular communication with teachers and administrative team about students at risk of not passing • Communicating with parents of students who aren't passing • Call any student not in attendance for a final exam (either in school final or exam week final) • Facilitate make-up exams and make-up work for students during exam week • Review final grades, confirm need/eligibility for summer school • Officially contact students/parents who did not pass and discuss plan for future • Register any student who needs to attend summer school • Communicate junior year scholarships opportunities for all students • Meet with house team to determine junior year scholarship recipients

Grade 12 School Counselors

	12th Grade
July (c. 5 days)	<ul style="list-style-type: none"> • Create and populate google classrooms • Audit individual transcripts for the coming school year (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary • Manual audit of individual schedules to adjust for any computer generated conflicts • Summer school check in (conversations with teachers and/or students about attendance and grades) • Send reminders via google classrooms for Senior Fact Sheet (student-generated post secondary and career planning)
Aug (c. 10 days)	<ul style="list-style-type: none"> • Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) • Send announcements regarding important date via google classrooms (pictures, AP sign ups, college information dates, ACT/SAT testing information, Naviance information, college visits, NCAA) • Schedules are accessible on Parent Portal in August and follow up is extensive with all students and parents that have reached out to counselors for schedule adjustments • Teacher communications about important information for success with high-need and/or notable students • Facilitate college-planning meetings with families as per family requests • Write letters of recommendations, review applications and essays, help students connect to teachers for teacher letters • Make recommendations for credit recovery, facilitate parent/administrator meetings and contracts, make schedule changes • Audit individual transcripts for students that attended summer school (credit check, course requirements, sports eligibility, graduation credits and exams, adding in APEX classes and academic support for classes) and adjust and communicate schedules as necessary
Sep	<ul style="list-style-type: none"> • Classroom presentations on Common App and providing support with Naviance • Facilitate college-planning meetings with families as per family requests • Adjust student schedules as needed • Individual meetings with new students to AHS (building tours, transcript audit, course selection and build schedule, graduation requirements, athletic eligibility) • Begin individual meetings with seniors for AIPRP and postgraduate counseling • Teacher communications about important information for success with high-need and/or notable students

Oct	<ul style="list-style-type: none"> • Individual meetings with seniors for AIPRP and postgraduate counseling • Review mid-marking period reports and counsel students on achievement and engagement • Process College Applications (letters of recommendations, reviewing essays, helping with teacher letters of recommendation, assisting with Naviance support, NCAA) • Attend CSE/504 Meetings for any new registrations and ensure schedule accurately reflects program • Give students Fee Waivers for SATs and ACTs • Communicate with families about the FAFSA site being open
Nov	<ul style="list-style-type: none"> • Individual meetings with seniors for AIPRP and postgraduate counseling • Review 1st quarter marking period report cards and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 1st quarter report cards • Create and send attendance letters to students and parents addressing attendance concerns • Process College Applications (letters of recommendations, reviewing essays, helping with teacher letters of recommendation, assisting with Naviance support) • Send out first marking period grades to schools that request them for early action decisions • Identify, connect and submit paperwork for families who may need holiday support (Thanksgiving and winter holiday gifts and meals)
Dec	<ul style="list-style-type: none"> • Individual meetings with seniors for AIPRP and postgraduate counseling • Reviewing all processed applications and post graduate plans and connect with students and families who have not engaged in the process • Communicate with College Admissions office for missing materials, Early Action and other discussions about students • Review mid-marking period reports and counsel students on achievement and engagement • Facilitate parent, student and teacher meetings regarding 2nd quarter progress reports • Process College Applications (letters of recommendations, reviewing essays, helping with teacher letters of recommendation, assisting with Naviance support) • Communicate with teachers about students at risk of failing • Participate in the special education 8th grade transition meeting • Attend National Honor Society Induction
Jan	<ul style="list-style-type: none"> • Individual meetings with seniors for AIPRP and postgraduate counseling • Individual meetings with all students and parents in danger of not passing 1st semester courses • Ongoing and regular communication with teachers and administrative team about students at risk of not graduating based on failing required 1st semester courses • Individual meetings with students who need regents exams and giving exam tickets, schedule • Communicate the final exam schedule to students and families

	<ul style="list-style-type: none"> ● Review and confirm January graduates diploma types and post secondary plans ● Visit middle school 8th graders and present high school information (including gradation requirements, course offerings and extracurricular activities) ● Create and send attendance letters to students and parents addressing attendance concerns
Feb	<ul style="list-style-type: none"> ● Individual meetings with seniors for AIPRP and postgraduate counseling ● Complete mid-year counselor reports (mid-year transcripts and updated students information and submit to college, military or trade program) ● Individual parent/student meeting with any student no longer eligible for graduation based on 1st semester report cards (create a plan of action for graduation) ● Adjust student schedules as needed based on 1st semester report card grades ● Attend annual review meetings for special education students ● Communicate scholarships opportunities for all students ● Provide transcripts and letters of recommendations for scholarships as students start applying ● Present to all 8th grade parents about high school course selection and graduation requirements
Mar	<ul style="list-style-type: none"> ● Finish individual meetings with seniors for AIPRP and postgraduate counseling ● Review 3rd quarter mid-marking period reports and counsel students on achievement and engagement ● Call home for all students failing courses they need to graduate ● Facilitate parent, student and teacher meetings regarding 3rd quarter progress reports ● Ongoing and regular communication with teachers and administrative team about students at risk of not graduating ● Attend annual review meetings for all special education students ● Communicate and process scholarship applications for students ● Facilitate review of college acceptances and financial aid awards with families as per family requests ● Call colleges on student's behalf when waitlisted to express high interest and/or to help students better understand decision about admission (late enrollment, denial etc)
Apr	<ul style="list-style-type: none"> ● Review 3rd quarter marking period reports and counsel students on achievement and engagement ● Call home for all students in danger of not graduating ● Facilitate parent, student and teacher meetings regarding 3rd quarter report cards ● Meet with every senior and their parents who are failing a course needed for graduation ● Create Senior in danger of not graduating list for principals letter ● Ongoing and regular communication with teachers and administrative team about students at risk of not graduating ● Facilitate review of college acceptances and financial aid awards with families as per family requests

May	<ul style="list-style-type: none"> • Weekly individual meetings with any senior failing a course needed for graduation • Ongoing and regular communication with teachers and administrative team about students at risk of not graduating • Communicating with parents about seniors (graduation, college admissions, programmatic acceptances) • Administer AP exams to all students (all counselors are head proctor for at least 1 exam) • Meeting with students to gather information about final post secondary plans • Facilitate parent, student and teacher meetings regarding 4th quarter progress reports focusing on students not previously identified at risk of not graduating
Jun	<ul style="list-style-type: none"> • Weekly individual meetings with any senior failing a course needed for graduation • Ongoing and regular communication with teachers and administrative team about students at risk of not graduating • Communicating with parents about seniors • Call any student not in attendance for a final exam (either in school final or exam week final) • Facilitate make-up exams and make-up work for seniors during exam week • Review final grades, confirm graduation status and diploma type • Officially contact seniors/parents who will not graduate and discuss plan for future • Register any senior who needs to attend summer school