

HAMMONDSPORT CENTRAL SCHOOL

Hammondsport, New York 14840

G U I D A N C E P L A N



2014-2015

HAMMONDSPORT CENTRAL SCHOOL

Guidance Plan 2014-2015

INTRODUCTION AND OVERVIEW

We believe that Hammondsport Central School offers a comprehensive program of guidance, counseling, personal, social and career development.

In a small school setting the guidance and counseling program utilizes the staff, social agencies and the community-at-large as sourced and resource aides.

Individual and group counseling sessions at Hammondsport fall into these general categories: 1) student initiated, 2) counselors initiated, and 3) teacher and other initiated.

The following chart demonstrates some of the general kinds of guidance and counseling sessions available at our school.

I. Individual and Group Counseling – Grades K-12

A. Student Initiated

Reasons for:

1. Personal problems
2. Academic choices
3. Course selection and changes
4. Intrapersonal relationships
5. Personality development
6. Psychological development
7. College selection and visitation

B. Counselor Initiated - Individual and Small Group Meetings

Reasons for:

1. Academic planning
2. Academic requirements
3. Scheduling courses
4. Test interpretation
5. Behavior modification
6. Values clarification
7. Decision making
8. Orientation of new students
9. Presentation of college programs
10. Presentation of military programs
11. Orientation to high school procedures
 - i. (attendance, guidance office, school staff)
12. Problem solving
13. Study skills and aids

C. Teacher and other Initiated

Reasons for:

1. General school and classroom behavior
2. Academic requirements
3. Teacher suggested course changes
4. Social agencies - Youth Bureau, Probation, Social Services, family services, court, HOPE for Youth, Catholic Charities
5. Open House
6. Parent requested conferences
7. Teacher requested conferences

The six components of the Hammondspport High School Guidance Plan are:

- I. CAREER PLANNING/INSTRUCTION means learning experiences designed to develop students' career planning skills. (Career planning skills mean the knowledge, understanding and abilities related to the Guidance themes of self-awareness/understanding, decision-making, planning, information gathering, values clarification and employability.) These learning experiences may occur in small or large groups of students and will involve Guidance counselors, teachers, and/or appropriate persons.
- II. ADVISORY ASSISTANCE means providing students with certain factual information which they need or providing students with information which they need to follow. Examples of this might be making a schedule change, filling out a job or college application form, and understanding course requirements of a particular class.
- III. INDIVIDUAL/GROUP COUNSELING SERVICES means a planned process by which a counselor works with a single student or a group of students to deal with significant issues related to educational progress, personal development or specific problems which need to be solved. Students may seek counseling services on their own or may be referred by teachers, administrators or parents.
- IV. PARENT INVOLVEMENT means the encouragement of parental participation in the educational progress of their children. Parents may be invited to attend school activities or the school may respond to parental requests for involvement.
- V. ANNUAL STUDENT REVIEW means an interaction of counselor with students (individually or in small groups) at least once a year to consider their educational, career and social development progress. It is appropriate at this time for counselor and student (s) to set goals, discuss problems and consider all options for the future.
- VI. DASA (Dignity for All Students Act) Coordinator means serving as the district representative to provide student and staff awareness on the policies and guidelines of the Dignity Act. Serve as a reporting nexus for

complaints of bullying and coordinate intervention in coordination with necessary parties (SIT (Student Intervention Team), administration, parents, students, staff, etc.).

Seventh and Eighth Grade

OVERVIEW

At Hammondsport Central School the students entering grade 7-8 get their first exposure to education in a high school setting. This is a time of rapid and continual change for them. Changes occur not only in an academic sense but in emotional and social areas as well, and students will meet new responsibilities and begin a period of increased independence.

I. Career Planning – Grade Seven

A. Expected Outcome –

Junior High students will become more aware of the world of work. The students will increase their self-awareness by learning to identify and deal with their individual interests and abilities. Occupational information will be made available. Specific job titles will be related to job families and career clusters. Students will be introduced to career resources located in school and immediate geographical environment.

B. All seventh and eighth grade students, working with a counselor will participate in the following activities:

1. In relevant classrooms students will be made aware of and discuss societal and individual work attitude and ethics.
2. Eighth grade students will begin working on their academic plan for high school.
3. Parent and student orientation will provide course and diploma options to eighth grade students

II. Advisory Assistance

A. Expected Outcome –

All 7th grade students will receive an orientation to junior high and they will be made aware of the resources and staff available to aid them in their adjustments to secondary school.

B. Activities

1. Students will meet with counselors in the sixth grade to receive information and ask questions about high school.

2. Sixth grade students will tour the high school, meet the administrators, staff and students. They will become familiar with the physical plant of the high school.
3. In orientation classes all students will meet with counselors and administration to learn what services are available to them.
4. Eighth grade students will participate in grade 9-12 orientation programs.
5. Students and parents of eighth graders will be given an opportunity to meet a counselor to discuss courses and course selections.
6. Students and in 7th and 8th grade will tour a four year college campus each year to help formulate their post high school goals.

C. Evaluation

1. All students will be able to identify the counseling staff, the administrators and appropriate faculty.
2. All students will be able to locate the guidance office.
3. All students will be able to list two or more services offered by the counseling department.
4. All students and parents will know how to contact counselor.
5. All 8th grade students and their parents will have discussed course selections with a counselor or will have had the opportunity to do so.

III. Counseling – Individual/Group

A. Expected Outcome –

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, adjustment to course demands, family difficulties, sexuality, academic problems, and problems associated with lack of self-esteem. During counseling, students should learn to identify the problem(s) experienced at the time, to discuss their feelings associated with the problem(s), to identify possible alternatives and to appraise those alternatives, to decide what action (if any) to take, and to evaluate the outcomes of those actions. Some possible results of counseling might be: improve relationships with others, improvement in school performance, or improved self-image. Students needing intensive counseling may be referred to the Steuben County Social Worker available on campus.

B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by counselor, teachers, other students or parents.
2. Counseling groups will be scheduled each week to deal with issues such as study skills, family distress, assertion, test anxiety.

3. Group and individual counseling sessions will be held to deal with peer pressures, physical and emotional changes in adolescence.
4. Group sessions will be held to introduce and discuss the roles of the administration and support personnel such as the school nurse, secretaries and school psychologist.

C. Evaluation

1. Students will report satisfaction with counseling.
2. Teacher, parent, and/or student will report apparent improvement in self-image.

D. Time

1. On going

E. Staff

1. Counselors
2. Psychologist
3. Faculty
4. Licensed Social Worker-Steuben County Mental Health

IV. Parental Involvement

A. Expected Outcome –

Parents will receive information about their children's academic progress, social growth, abilities, aptitudes, and interests. Parents will have the opportunity to participate in their children's educational and career planning. Parents will be given the opportunity to participate in programming and counseling sessions that will help them gain understanding of themselves and their children.

B. Activities

1. Conferences will be arranged at the request of the student, parent, or the counselor to review test data, academic progress, or to discuss other problem areas.
2. Parents will be invited to attend an evening information meeting at the junior high school to further their understanding of the high school scheduling process.
3. Parents and students will be invited to attend an evening orientation meeting at the high school to gain information about ninth grade.
4. Conferences will be arranged at the request of the parent, to discuss ninth grade course selections.
5. Test information and data will be made available to parents at their request.

V. Annual Review

A. Expected Outcome –

Students will demonstrate an understanding of their current academic status, achievement, interests, abilities, educational requirements and possible career goals.

B. Activities

1. In small groups or individually, students will meet with counselors to review the following data and concerns:
 - a. Academic achievement for the current school year.
 - b. Awareness of self and the relationship of the career information learned.
 - c. High school plans.

Ninth Grade

OVERVIEW

Ninth grade is a time for adjustment to the high school environment and to the physical and emotional changes of adolescence. Counseling in the ninth grade focuses on an orientation to high school, personnel and social growth, and the continued development of career education and decision-making skills started in junior high school.

I. Career Planning/Instructions

A. Expected Outcome –

In the ninth grade students will become acquainted with the career resources available in the high school. Continuing the work done in Seventh and Eighth grades, students will review their four-year plan of high school courses consistent in their understanding of their own interests, abilities, and aptitudes. Special efforts will be made to articulate the impact of ninth grade.

B. Activities

1. Ninth grade students will tour the Veterans Administration Complex and the County Office Building for a vocational/occupation experience which is coordinated through the career development center.
2. The students will take a Career and Finance Management Course.
3. The students will take the Self-Directed Search Assessment.

II. Advisory Assistance

A. Expected Outcome –

All ninth grade students needing factual and/or procedural information will receive it from the counselor or be referred to an appropriate source.

B. Activities

1. Orientation to high school and to Guidance services and staff will be provided for incoming ninth graders.
2. After receiving teacher and parent input, students will complete course request sheets for tenth grade.
3. Individual assistance will be given to students needing working papers.

III. Counseling – Individual and/or Group

A. Expected Outcome –

Counseling is available to students when needed, either in group settings or individually. The counseling process is similar at every grade level, yet the contact varies with the specific developmental needs of the age. Topics frequently encountered in counseling are: peer relationships, relationships with teachers and administrators, adjustment to course demands, family difficulties, sexuality, academic problems, and problems associated with lack of self-esteem. During counseling, students should learn to identify the problem (s) experienced at the time, to discuss their feelings associated with the problems, to identify possible alternatives and to appraise those alternatives, to decide what actions (if any) to take, and to evaluate the outcomes of those actions. Some possible results of counseling might be improved relationships with others, improvement in school performances, or improved self-image. Students needing intensive counseling may be referred to the Steuben County Social Worker available on campus.

B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by administrator, counselor, teachers, other students, or parents.
2. Counseling will be scheduled to deal with issues such as study skills, family distress, assertion, test anxiety.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.

C. Evaluation

1. Students will report satisfaction with counseling.
2. Teacher, parent, and/or student will report apparent improvement in self-image.
3. Students who participate in groups will complete an evaluation form of the group.

D. Other Resources

1. School Psychologist
2. Hope for Youth/Catholic Charities
3. Mental Health Clinic

III. Parental Involvement

A. Expected Outcome –

Parents of ninth graders will receive general information about school procedures, policies, and standards. Parents will be involved in the decision-making process concerning their child's academic, social, and career development.

B. Activities

1. Individual parent conferences may be scheduled. These may be initiated by parent, teacher, student, or counselor.
2. In the ninth grade, parents will be invited to the all-school parent conferences day.

IV. Annual Review

A. Expected Outcome –

By the end of the school year, students will be able to demonstrate an understanding of their current academic status, achievements, interests and abilities, and progress toward educational, personal, and career goals.

B. Activities

1. In small groups or individually, students will meet with their counselor at least one during the school year to review their educational, career, and social progress. Students' records (including course work and standardized testing) will be reviewed and interpreted. The four-year plan will be reviewed and, if necessary issues of concern. Both short-range (during high school) and long-range (after high school) goals will be considered.
2. The counselor will review status toward fulfilling graduation requirements by using the four-year plan.

C. Evaluation

The Student Annual Review Form will be filed in the students' guidance folders.

Tenth Grade

OVERVIEW

The guidance program emphasizes the students' learning about their strengths and weaknesses, aptitudes, interests and values in relationship to career options and short/long range goal settings.

I. Career Planning/Instruction

A. Expected Outcome –

The career decision making process continues in the tenth grade as students are expected to more clearly define their interests, abilities, and values to identify career clusters compatible with their interests, to compare job requirements to their abilities, values and aptitudes, and to review their high school plan of course work in light of their career decision making to date.

B. Activities

The major activities for this program component are concentrated in first semester.

1. All students will take the ASPIRE or PSAT in the fall. This will be used as a vocational interest assessment and evaluation for the ACT.
2. All students will participate in the Sophomore Career Day in the spring, coordinated by the Steuben Counseling Association and Career Development Center.
3. All students will have a tour of the vocational programs at the Coopers Career Center and a campus tour of the area community college in early spring which is coordinated through the Career Development Council.

C. Evaluation

1. Summary impressions and reactions will be obtained from students for the purpose of modifying and improving these tours.
2. The high school counselor will evaluate the activities at the time of annual student review.

II. Advisory Assistance

A. Expected Outcome –

It is expected that all tenth grade students needing certain factual and/or procedural information will receive it from the counselor or be referred to an appropriate source. Students with special needs will have a letter sent home to their parents with information regarding form accommodations to PSAT/SAT/ACT. The family will be responsible to complete the forms and to return directly.

B. Activities

1. New entrants will be oriented to the school and be given a student handbook. A student mentor will be assigned.
2. Counselors will assist students in obtaining working papers.
3. Tenth graders will meet in course selection individually to complete the course request forms for the junior year.
4. Individual tours of the vocational career center will be arranged for interested students.

C. Evaluation

1. A sampling of tenth grade students will be surveyed to determine student's satisfaction with guidance services.
2. All students will have a schedule for eleventh grade.

III. Counseling – Individual and/or Group

A. Expected Outcomes –

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, adjustment to course demands, family difficulties, sexuality, academic problems, and problems associated with lack of self-esteem. During counseling, students should learn to identify the problem (s) experienced at the time, to discuss their feelings associated with the problems, to identify possible alternatives and to appraise those alternatives, to decide what action (if any) to take, and to evaluate the outcomes of those actions. Some possible results of counseling in school are performance improvement or improved self-image. Students needing intensive counseling may be referred to the Steuben County Social Worker available on campus.

B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by administrator, counselor, teachers, other students, or parents.
2. Counseling will be scheduled to deal with issues such as study skills, family distress, assertion, test anxiety.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.

C. Evaluation

1. Students will report satisfaction with counseling.
2. Teacher, parent, and/or student will report apparent improvement in self-image.

IV. Parental Involvement

A. Expected Outcome –

Parental involvement in a student's education is recognized as being highly desirable and beneficial. In view of this, it is expected that parents will receive information about their child's academic progress, abilities, aptitudes, and interests and that they will participate in their child's educational and career planning.

B. Activities –

1. Student-parent-counselor-teacher conferences will occur as necessary.
2. Parents will indicate approval of initial student schedules and of any subsequent changes.
3. Pertinent guidance information will be included in school publications to parents.

C. Evaluation –

1. Counselors will record dates and summaries of conferences involving parents.
2. Parents will sign their student's planned eleventh grade schedule and any subsequent schedule changes.

V. Annual Review

A. Expected Outcomes –

During an annual review conference with the counselor, all tenth graders will be expected to demonstrate an understanding of their educational career and social understanding of their educational career and social development progress. This conference will also be an appropriate time

for students and their counselor to set goals, discuss related problems and consider alternatives for the students' future education and career in light of facts brought out in the conference.

B. Activities –

1. Individually or in small groups tenth grade students will meet at least once during the school year for the purpose of conducting an annual review. At this time, student and counselor will review and discuss students' secondary record card, current report card, current standardized testing information, current schedule, and other student raised issues. The counselor will take this opportunity to make appropriate comments or to make specific recommendations.
2. The counselor will review status toward fulfilling graduation requirements.

C. Evaluation –

A report of this conference will be filed in the students' folders.

Eleventh Grade

OVERVIEW

Eleventh grade students face the pressure of preparing themselves for graduation and post-high school plans. Career decision-making increasingly required students to evaluate their own abilities and interests as they gain knowledge of the working world. Realistic, concrete, long-range goal setting becomes especially important.

I. Career Planning/Instruction

A. Expected Outcomes –

Career development for students will include building self-awareness and the understanding of the relationship of academic performance, interests and abilities to their career goals. Students will understand the personal and educational requirements in their tentative career area. They will identify the steps necessary to realize their post-high school goals.

B. Activities –

1. Students will participate in job shadows through the Career Development Center (CDC).
2. In the fall, students will receive preparatory information for the P.S.A.T. (Preliminary Scholastic Aptitude Test) /N.M.S.Q.T.

(National Merit Scholarship Qualifying Test) and given the opportunity to take the tests. The cost of the assessment will be at the student's expense. When the results of these tests are returned, the counselors will interpret the results individually with each student.

3. In the spring, ACT and SAT information will be shared in class and held for all eleventh graders.
 - a. ACT or SAT preparation course information and programs may become available with student interest and commitment.
4. Students will take the ACT and/or SAT in the spring of their junior year and then again the spring of their senior year.
5. In late winter and early spring, advisory sessions will be held by the counselor to help the students make their decisions about course selections for the senior year, information from the secondary record, and career folder. The course selections form is made available to students during these sessions. Parent involvement in higher education is welcomed.
6. Information will be shared with the students regarding college choices, military, or employment opportunities upon graduation.
7. A financial aid workshop will be held at the school in the winter, provided a financial professional is available to participate.

C. Evaluation –

1. Test information – ACT/SAT – will be entered in the student's secondary record.
2. The student's course selections for the twelfth grade year will be on file in the Guidance Office.

II. Advisory Assistance

A. Expected Outcome –

All students needing factual or procedural information will receive it from a counselor or be referred to an appropriate source. Some examples are: scheduling information, PSAT/ACT/SAT/Regents information, Competency Testing and working papers.

B. Activities –

1. Students will be given the opportunity to receive additional information after the following activities:
 - a. Shadowing
 - b. Employment seminar
 - c. College Information Night
 - d. PSAT score interpretation
 - e. Scheduling
 - f. Annual Review
 - g. Financial Aid Overview

2. At any time students will have the opportunity to receive factual and/or procedural information as a result of self-referral, teacher referral or a counselor perceived need for such information.

C. Evaluation –

Activities and experiences will be recorded in the student's folder. Test information – PSAT/SAT/ACT – will be entered in the student's secondary record. The student's course selections for their senior year will be on file in the Guidance Office.

III. Counseling – Individual/Group

A. Expected Outcome –

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, adjustment to course demands, family difficulties, sexuality, academic problems and problems associated with lack of self-esteem. During counseling, students should learn to identify the problem (s) experienced at the time, to discuss their feelings associated with the problems to identify possible alternatives and to appraise those alternatives, to decide what action (if any) to take, and to evaluate the outcomes of those actions. Some possible results of counseling might be improved relationships with others, improvements in school performance, or improved self-image. Students needing intensive counseling may be referred to the Steuben County Social Worker available on campus.

B. Activities –

1. Counselors will schedule individual appointments with students upon student request or referral by counselor, teachers, other students, or parents.
2. Counseling will be scheduled to deal with such issues such as study skills, family distress, assertion, test anxiety.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.

C. Evaluation –

1. Students will report satisfaction with counseling.
2. Teacher, parent, and/or student will report apparent improvement in self-image.
3. Students who participate in groups will complete an evaluation form of the group.

IV. Parental Involvement

A. Expected Outcome –

Parents will be involved in the decision-making process concerning their child's academic, social and career development in making and/or changing their child's schedule. Parents will be encouraged to be aware of and involved in all aspects of their child's school life. In the Eleventh grade, college and career planning is an important topic. Parents will become more aware of the information they will need to assist their child in this area.

B. Activities –

1. After the first marking period, parent conferences will be held as requested by parents or teachers. Counselors will follow up on these conferences and take whatever action is appropriate.
2. As the need arises, parents will be involved when the student exhibits problems of a personal, social or academic nature. This involvement could include other professionals, i.e. school psychologist.
3. Parents will be involved in approving a student's course selections (schedule) and any change to that schedule. This approval generally requires a parent signature except in situations where a counselor/parent conference is necessary.
4. Evening meetings for college/career information will be organized by counselors and community resource people. Parents will be invited to these meetings.
5. Newsletters will be mailed throughout the year to make parents aware of events and information important to the student's high school development.
6. The school website, Laker Lines and school calendar will also have important information available.

C. Evaluation –

1. A summary of any counselor action taken following Parent Conference Night will be placed in the student's folder.
2. A copy of the student's schedule, as well as any changes in the schedule, will be on file.
3. Copies of newsletters will be on file in the Guidance Office.

V. Annual Review

A. Expected Outcome –

Students will demonstrate an understanding of their current academic status, achievement, interests, abilities, and educational requirements. Short term and long term goals (educational and career related) will be identified.

B. Activities –

1. A career/college interview will be administered to students in the fall to assess their tentative post-secondary plans.
2. Students will meet with the counselor individually or in small groups to review academic status, interests, and short/long term educational goals.
3. The counselor will review status toward fulfilling graduation requirements.

C. Evaluation

A report of this conference will be on file in each student's folder.

Twelfth Grade

OVERVIEW

The twelfth grade program is a culmination of the students experience throughout their school years. Activities center around preparing for the first phases of a personal career choice and becoming an independent adult.

I. Career Planning/Instruction

A. Expected Outcome –

During the twelfth grade, students will develop an understanding of the personal characteristics that must be considered in order to make a successful match between themselves and a potential career. They will understand the factors that employers/colleges consider when selecting from many applicants. They will understand the mechanics of applying for or securing a job or college entrance.

B. Activities –

1. Individual appointments (self-referral, counselor request, or parent or teacher referral) will be scheduled to discuss career, college plans, and apprenticeship program.
2. Instruction on career related issues will occur in classroom settings.
3. College/Career Information Night will be available.
4. Employment seminars will be provided.
5. Interested students will take the ACT/SAT in the fall.
6. Students will begin college search and the application process.
7. Interested students will meet with military recruiter's.

II. Advisory Assistance

A. Expected Outcome –

All twelfth grade students needing certain factual and/or procedural information will receive it from the counselor or be referred to an appropriate source.

B. Activities –

1. Counselor will schedule individual appointments with students in the fall and upon student request or referral by administrators, counselors, teachers, other students or parents.
2. Counseling groups will be scheduled to deal with issues such as study skills, family distress, assertion, test anxiety.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.
4. Senior Seminar will be used to disperse senior year information.

C. Evaluation –

1. Students will report satisfaction with counseling.
2. Teacher, parent, and/or student will report apparent improvement in self-image.
3. Students who participate in groups will complete an evaluation form of the group.

IV. Parental Involvement

A. Expected Outcome –

It is expected that parents of twelfth grade students will be kept well-informed concerning all aspects of their child's educational progress and college/career plans. This will include, but not be limited to, parent awareness and understanding of the student's graduation status, college/job application status, financial aid application procedures (including scholarships) and general career plans.

B. Activities –

1. General information will be sent to parents through the mail.
2. Informational meetings will be held for parents of seniors.
3. Parents will be informed by letter if their student's status in meeting graduation requirements is in jeopardy.

C. Evaluation

1. Participants in formal meetings will be asked to complete evaluation sheets.
2. Records will be kept indicating which parents were sent jeopardy letters and when the letters were mailed.

VI. Annual Review

A. Expected Outcome –

Each student will demonstrate an understanding of their graduation requirements. Students will have formulated one or more post-high school plan (s).

B. Activities –

1. In September and October students will meet with counselors individually to complete an initial senior review form. Graduation requirements will be reviewed.
2. At the end of each marking period, students in jeopardy of meeting graduation requirements will be identified and will meet with the counselor.
3. Students will meet with the counselor individually and/or in small groups to review graduation requirements, college/career or employment plans, and identify post-high school plans. This is a final senior review and takes place during the fall with follow-ups as necessary.
4. The counselor will be available to assist with college applications, military recruitment and employment.

C. Evaluation –

1. Seniors will be enrolled in courses needed to complete graduation requirements. Each senior's completed form will demonstrate a definite plan for direction after high school.
2. The student review sheet for each senior will be on file in the student's folder.

STAFF EVALUATION OF GUIDANCE PROGRAM

Evaluation of the guidance program at Hammondsport Central School is ongoing. The members of the guidance department are available to the administration, staff, students and parents on a daily basis.

The counselor will participate in the guidance team's meetings where ideas, viewpoints, successes, and problems are discussed and evaluated. The team will consist of the principal, department chairs and counselor.

The school attempts to keep track of students in college and the military, and students who have dropped out. Former students are invited back to the high school each year to meet with students and faculty.

The counselors maintain membership in professional organizations. This enables the staff to exchange and compare ideas, problems and possible solutions.

The public is invited to comment, add and criticize the program through Open House and individual parent meetings.

GLOSSARY

BOCES	Board of Cooperative Educational Services
Career Development Council	Career Development Council (CDC) is a community network linking employment and education. It is supported by education, business/industry, and labor. It provides resource information to schools for their curriculum and also has an extensive library and A.V. center.
Decision Making Unit	This unit is designed to teach students the process of successful decision making. Students practice and demonstrate their skills during group sessions.
Human Service Agencies	These are community agencies that offer assistance to people. We contact many of these agencies to supplement the school services. The following are examples of human service agencies we use: Department of Social Services, Hope for Youth, Steuben County Mental Health, Steuben County Probation Department, and the Elmira Psychiatric Center.
Orientation Programs	These programs are designed to make transition from program to program or school to school less stressful for students.
Shadowing Program	A student learns about a career by observing and working with a professional. This is conducted through CDC.
SIT	Student Intervention Team. This committee is comprised of the secondary principal, school counselor, school psychologist and any outside agency personnel having office space in the building and working directly with student's personal needs. Other professionals may be asked to participate in the weekly meeting to discuss specific students. The membership

will review the needs of specific students and an appropriate professional will be assigned to the student. A Student Intervention Team referral form will be completed and kept on file with the school counselor. A copy of the referral form is attached.

VESID

Vocational Educational Services for Individuals with Disabilities. This government agency provides services for students who required special work training situation due to their handicapping conditions.

HAMMONDSPORT CENTRAL SCHOOL

TESTING SCHEDULE

<u>GRADE</u>	<u>FALL</u>	<u>SPRING</u>
Grade 4		ELA – Math & Science
Grade 5		ELA – Math & Social Studies
Grade 6		ELA – Math
Grade 9	Student Self-Directed Interest Questionnaire (as part of CFM class)	
Grade 10	PLAN	
Grade 11	PSAT/NMSQT – Ind. basis ACT – Ind. basis SAT – Ind. basis	ACT – Ind. basis SAT – Ind. basis
Grade 12	SAT – Ind. basis ACT – Ind. basis	ACT – Ind. basis SAT – Ind. basis

**Hammondsport Central School
Referral for Counseling/Psychological Services**

Student Name: _____ DOB: _____ Age: _____

Address: _____

Teacher: _____ Grade: _____ Homeroom: _____

Father: _____ Mother: _____

Home Phone #: _____ Father Cell #: _____ Mother Cell #: _____

Email Address: _____ Grades Repeated: _____

Area of Concern:	Ability	_____	If So, Explain:	_____
	Achievement	_____		_____
	Classroom Behavior	_____		_____
	Social/Emotional	_____		_____
	Family Issues	_____		_____

What specific learning and/or social behaviors brought this student to your attention as needing referral?

Briefly describe programs and/or corrective measures you have tried. _____

What type(s) of service (i.e., consultation, evaluation, counseling, testing, family counseling, behavioral program) would you suggest be considered? _____

Have you discussed this problem with the parent? Yes _____ No _____

I am available at the following times for discussions: _____

Signature: _____

Date: _____

Return To: 6th-12th Grade
High School Counselor

Pre-K-5th Grade
School Psychologist

**Hammondsport Central School
Referral Log**

Student Name: _____

Referred To: _____

Date: _____

Log: _____
