

Charter School for Applied Technologies K-12 Guidance Plan **2018-Present**

INTRODUCTION

Mission Statement of the Charter School for Applied Technologies

The Charter School for Applied Technologies prepares students to attain family – sustaining careers by integrating career exploration and a lifelong learning culture.

CSAT Guidance Philosophy

The Charter School for Applied Technologies takes pride in our ability to invest in our students' potential. We believe it is essential to form strong school, family, and community partnerships to guide our students on their journey to become independent learners and responsible citizens. In order to support student success in the areas of attendance, behavior and academics; Positive Behavior Interventions and Supports (PBIS) will be incorporated into guidance objectives, curriculum, special activities, school policies and practices that aid in the development of the whole child across the social/emotional construct.

CSAT Guidance Goals

Guidance goals for students K – 5 include:

- Goal 1: To support student success in the areas of attendance, behavior, academics and school adjustment issues.
- Goal 2: Encourage parental involvement in their children's education.
- Goal 3: Instruct and support teachers to ensure student success
- Goal 4: Educate students concerning the necessary social skills (e.g. Building empathy, emotion management, and problem-solving skills) to participate effectively in their current classroom environment and future educational programs.
- Goal 5: Building school culture and community.

Guidance goals for students in grades 6-8 include:

- Goal 6: Review each student's educational and academic progress annually via homerooms and Tier 2 groups.
- Goal 7: Advise students about various careers and help them to develop career planning skills through field trips and career interest inventories.
- Goal 8: Provide advisory assistance to enable students to benefit in the area of Personal and Social Development
- Goal 9: Assist students and their families in the area of attendance
- Goal 10: Encourage parental involvement in their children's education.

Guidance goals for grades 9-12 include:

- Goal 11: Help students with attendance, behavioral and other school adjustment problems.
- Goal 12: Encourage parental involvement in their child's education.
- Goal 13: Support and foster student preparation for the world of work through the exploration of all post-secondary options, including college admission, vocational training, the Armed Forces, and career and employment opportunities.
- Goal 14: Ensure that every parent and student is aware of, and has met the New York State requirements for graduation, and receives a diploma that reflects his/her full potential and ability.
- Goal 15: Assist and support students in the application of learned social skills, including conflict resolution, appropriate relationships, positive decision-making and interpersonal and communication skills.

Goal 16: Review each student's educational and academic progress annually.

Goal 17: Utilize PBIS/Safe & Civil interventions to support student success in academic and social-emotional constructs.

Charter School for Applied Technologies
Goal 1

Help students with attendance, behavioral and other school adjustment problems

A. Target Population

Students in grades K – 5

B. Objectives

Academic:

Attendance

- Students and parents will recognize the relationship between attendance and educational performance.
- Promote and support school wide PBIS

Behavioral and School Adjustment Problems

- Students will be aware of the resources within the school setting to address their specific needs
- Students will develop the skill sets necessary for socially appropriate behaviors
- Prevention Focus participation
- Children, K-3, experiencing mild to moderate school adjustment issues will have the opportunity to participate in Primary Project
- Promote and support school wide PBIS
- Investigate reported incidents of harassment
- Educate staff and parents on Dignity for all Students Act

Personal/Social:

- Students' attendance will improve
- Students will learn and utilize interpersonal skills

C. Annual Assessment of Program Results

- Review of attendance records and data
- Utilize E- School (Phone Journal and Attendance History)
- Pre and post assessments for Prevention Focus and Primary Project
- PBIS Tier I, Tier II, Tier III data
- Attendance awards; daily attendance recognition

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Review attendance records phone journal mail attendance letters	K-5	School Counselor School Social Worker Administration	Student Handbook, Attendance Policy	September – June
Pre and post assessment for Primary Project	K-3	School Social Worker, Child Associates and Teachers	COMET Data system, Consultants from the Children’s Institute	October – May
PBIS	K-5	School Counselor, School Social Worker, Teachers, administrators	PBIS.org PBISworld.com Discipline date	August – June
Tier II Interventions Tier III Intervention	K-5	School Counselor, School Social Worker, Special Ed, Behavior Intervention Specialist, School Psychologist, Speech Pathologist, Teachers and Admin.	IEP’s, student data, attendance records, teacher data summaries, BIP’s/FBA’s, report cards	October – May
Behavior Intervention Support (Problem Solving Room), classroom presentations, Social Skills activities	K-5	Behavior Intervention Specialist and Assistant, School Counselor and Social Worker, Admin.,	Student Handbook, School Wide Behavior System, PBIS, social skills resources	August – June
Developing Functional Behavior Assessments Behavior Intervention Plans/Contracts	K-5	Behavior Intervention Specialist, School Social Worker and Counselor, Teachers	School Psychologist, Hawthorne Manual, Intervention Central.com, Parents	August – June
Individual and Group Counseling	K-5	School Social Worker and Counselor	Teacher reports, Parent Reports, IEP’s, Discipline Records, Resource Manuals	August – June
Attendance Initiative	K-5	School counselors, admin., social worker, teachers	Attendance data	August – June
McKinney-Vento Act	K-5	Family Support Center, Transportation Coordinator, Enrollment Coordinator	NYS TEACHS	August - June
Dignity for All Students Act (DASA)	K-5	School counselor, social worker, behavior specialist, admin., teachers	Social skills resources	August - June

Charter School for Applied Technologies
Goal 2

Encourage parental involvement in their child's education.

A. Target Population

Students in grades K – 5

B. Objectives

Personal/Social

- Parents will be given information regarding school counseling programs through our website, PTO meetings, conferences, open house, and parent letters.
- Parents will sign consent to have their child involved in counseling services
- Parent letters will be sent home to inform them of the social/emotional curriculum/resources utilized in school
- Recognition for parental involvement
- Primary Project celebration

C. Annual Assessment of Program results

- Parent/teacher conference logs and sign in sheets
- Number of students participating in support services
- Primary Project parent survey
- Parent conferences
- PBIS Tier I, Tier II, Tier III data

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Invite Parents to Assemblies	K-5	School Counselor and Social Worker, Teachers, Admin.	Parents, Staff	August – June
Arrange/Participate in Parent Conferences	K-5	School Counselor and Social Worker, Teachers, Admin.	Parents, Staff	August – June
Coordinate Parent Breakfasts for Support Programs (Young Gentleman's Club, Primary Project)	K-5	School Counselor and Social Worker, Teachers, Admin., Child Associates, Behavior Intervention Specialist and Assistant	Parents, Staff	August – June
Provide Information for Services at Open House (PBIS, Counseling, FSC, etc.)	K-5	School Social Worker and Counselor	Parents, Staff	August – June

Charter School for Applied Technologies
Goal 3

Instruct and support teachers to ensure student success

A. Target Population

Students in grades K – 5

B. Objectives

Academic, Personal/Social

- Attend grade level meetings monthly
- Train and assist in the implementation of social/emotional curriculum
- Crisis intervention
- Classroom intervention
- Confer with teachers on an individual basis to complete Functional Behavioral Assessments and Behavior Intervention Plans
- Attend parent meetings when appropriate
- Utilize/demonstrate PBIS techniques/resources

C. Annual Assessment of Program Results

- Daily Services Record

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Participate in grade level Meetings	K-5	School Counselor School Social Worker Administration, Teachers,	Student Handbook, Attendance Policy	October – May
Classroom presentations, PBIS social skills interventions	K-5	School Counselor, School Social Worker, Teachers, Admin.	Social skills resources	August – June
PBIS Tier II Interventions PBIS Tier III Interventions	K-5	School Counselor, School Social Worker, Special Ed, Behavior Intervention Specialist, School Psychologist, Speech Pathologist, Teachers and Admin.	IEP's, student data, attendance records, teacher data summaries, BIP's/FBA's, report cards	October – May
Developing Functional Behavior Assessments Behavior Intervention Plans/Contracts	K-5	Behavior Intervention Specialist, School Social Worker and Counselor, Teachers	School Psychologist, Hawthorne Manual, Intervention Central.com, Parents	August – June
Individual and Group Counseling	K-5	School Social Worker and Counselor	Teacher reports, Parent Reports, IEP's, Discipline Records, Resource Manuals	August – June
Crisis Intervention; Student Interviewing De-escalation Techniques Referrals/linkage to services within and outside of the school setting	K-5	School Social Worker, Counselor, Teachers, Administration		August – June
Arrange/Participate in Parent Conferences	K-5	School Counselor and Social Worker, Teachers, Administration	Parents, Staff	August – June
School Counseling Week	K-5	School Social Worker and Counselor	PTO	March
Red Ribbon Week	K-5	School Social Worker and Counselor	PTO	October
Attendance initiative	K-5	School counselor, social worker	Attendance data	August - June
Prevention Focus	K-5	School counselor, school social worker, prevention focus staff		September- November

Charter School for Applied Technologies
Goal 4

Educate students concerning the necessary social skills (e.g. Building empathy, emotion management, and problem-solving skills) to participate effectively in their current classroom environment and future educational programs.

A. Target Population

Students in grades K – 5

B. Objectives

Academic and Personal/Social

Students will:

- receive weekly group and/or individual social skills counseling with signed consent
- Be given appropriate feedback about their social behavior
- Be encouraged to develop self-awareness
- Be instructed and encouraged in the development of interpersonal skills
- Be encouraged to develop awareness of their responsibility to the group
- PBIS Tier I, II and III interventions

C. Annual Assessment of Program Results

- Teacher observation of student personal, academic, and social growth

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Primary Project Program: A Preventive Program for Mild to Moderate School Adjustment Issues	K-3	School Social Worker, Child Associates and Teachers	COMET Data system, Consultants from the Children's Institute	October – May
Classroom social skills lessons	K-5	School Counselor, School Social Worker, Teachers	PBIS resources, social skills resources	August – June
PBIS	K-5	All staff	PBIS resources, counselors, social workers, administration	August – June
Behavior Intervention Plans/Contracts	K-5	Behavior Intervention Specialist, School Social Worker and Counselor, Teachers	School Psychologist, Hawthorne Manual, Intervention Central.com, Parents	August – June
Individual and Group Counseling	K-5	School Social Worker and Counselor	Teacher reports, Parent Reports, IEP's, Discipline Records, Resource Manuals, Tier II and III interventions	August – June
School Counseling Week	K-5	School Social Worker and Counselor	PTO	March
Red Ribbon Week	K-5	School Social Worker and Counselor	PTO	October

Charter School for Applied Technologies
Goal 5

Building school culture and community.

A. Target Population

Students in grades K – 5

B. Objectives

Academic:

Students will:

- Take responsibility for their actions.
- Demonstrate the ability to work independently and cooperatively with others
- Demonstrate dependability, productivity, and initiative

Career

Students will:

- Be able to recognize and understand the importance of good character and responsibility in the workplace

Personal/Social

Students will:

- Develop positive attitudes toward self as a unique and worthy person
- Recognize, accept, respect, and appreciate individual differences
- Demonstrate cooperative behavior in groups

C. Annual Assessment of Program Results

- Student records of awards
- Monthly student recognition
- PBIS rewards

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Individual and Group Counseling	K-5	School Social Worker and Counselor	Teacher reports, Parent Reports, IEP's, Discipline Records, Resource Manuals	August – June
PBIS Assemblies, classroom intervention strategies, rewards	K-5	School Counselor and Social Worker, Teachers, Admin.	Parents, Staff, Students, PTO	August – June
Green Treat Gem Awards	K-5	Behavior Intervention Specialist and Assistant, School Counselor and Social Worker, Admin.	Parents	August – June
Young Gentleman's Club Awards	4-5	School Counselor, Teachers, Admin.	Parents	October – June
School Counseling Week	K-5	School Social Worker and Counselor	PTO	March
Red Ribbon Week	K-5	School Social Worker and Counselor	PTO	October

Charter School for Applied Technologies
Goal 6

Review each student's educational and academic progress annually.

A. TARGET POPULATION

Students in grades 6-8

B. OBJECTIVES

1. Students will:

Demonstrate an understanding of their present academic status.

- Extract and utilize data to assist in academic success program
- Create study, organization and test-taking skills groups within the PBIS framework.
- Assist students in adjusting to 6th, 7th and 8th grade.
- 6th grade orientation, new student tours and orientations.
- Assist students with time-management.
- Consult with teachers on methods to improve student academic achievement and to assess learning styles
- Be placed in appropriate classroom situations suitable to their personal and academic strengths or weaknesses.
- Be given appropriate feedback about their academic progress.
- Be encouraged to develop knowledge of personal academic strengths, weaknesses and learning style.
- Be instructed and encouraged in the development of positive study skills.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student feedback
- Teacher observation and feedback.
- Counselor observation.
- Report card grades.
- State assessments.

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Parent Conferences with or without the student to discuss the reasons for academic problems and plan remedies to resolve the situation.	Identified or parent referred students in grades 6-8	Counselor, Teachers	Teacher reports Progress reports Report card	August – June
After School Tutoring	All identified students in grades 6-8	Teachers, Administration	Academic Data	November-June
Utilize advisory lessons and scripts to improve learning skills	All identified students in grades 6-8	Counselor, Advisor Teachers	Study Skills Sheets Academic lessons and scripts Master Schedule for AIS	August – June
Collaborative or Resource Skills classes for Special Education students as detailed in their I.E.P.'s	Classified students needing skills help	Special Education teachers, Teacher, Counselor Assistant Principal Teacher aides	Individualized Educational Plan	August – June
Case conferences with teachers and/or parents to review individual students who are experiencing academic difficulties	Identified or parent referred students grades 6-8	Counselor, Teachers, Advisor	Student record Progress reports Teacher referral	August – June
PBIS tiered system of support and referrals to assess students with significant academic difficulties.	Identified students grades 6-8	Administrators, Counselors, Social Worker, Special Education Teacher, Teacher	Student record Progress reports Teacher referrals or comments	August – June
Review of student progress report to determine those with academic difficulties	All students in grades 6-8	Counselor, Assistant Principal	eSchool failure lists Report cards Progress reports	End of each progress report and report cards
Failure list reviewed to determine students who may be retained	Identified 6-8 grade students	Counselor, Principal, PBIS team, Assistant Principal,	eSchool failure lists Report cards Progress reports	Dec.-June
Review by 504 committee to identify learning problems	Any student referred by parent, teacher, etc.	Administrator, Special Education Teachers, Teachers	Outside Evaluation Information	August – June

Charter School for Applied Technologies
Goal 7

Advise students about various careers and help them to develop career planning skills.

A. TARGET POPULATION

Students in grades 6-8

B. OBJECTIVES

1. Students will:

- A. Recognize the need for tutorial assistance either in school or at home.
 - Interest inventories
 - Advisory/Homeroom program
 - Career oriented field trips
 - Career touches
- B. Recognize the importance of a positive attitude towards learning and school in general as it relates to improved academic improvement.
 - Advisory lessons
 - Learn the value of extra and co-curricular activities.
 - 6th orientation
- C. Be able to understand ways in which their current program will assist them in their future career educational plans.
 - Reinforce problem-solving and decision-making skills.
 - Advisory lessons
 - Trips to the High School
 - Career touches
 - Interest inventories

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Increase in individual student achievement and self-direction.

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Classroom Guidance with 6 th , 7 th and 8 th grade students: Areas reviewed: <ul style="list-style-type: none"> Knowing your counselor How to use guidance services Becoming involved in total school program How to deal with a new school/peers Plan for future in high school 	Students in grade 6-8	Administrators Teachers Counselor	Student Handbook	Sept.-Oct.
<ul style="list-style-type: none"> Review of students experiencing difficulty adjusting to Middle School 	Identified students	Administrators, Counselor, Teachers, Psychologist, BIS,	Progress reports Referrals Parent input Teacher referrals	August – June
<ul style="list-style-type: none"> Review of classified students at main or subcommittee CSE meetings 	Classified or identified students Grades 6-8	Administrators, Counselors, Psychologist, Special Education, Teachers	I.E.P.'s Progress reports Individual teacher recommendations	August – June
Career Awareness Focus on: Personal and academic <ul style="list-style-type: none"> self-awareness goal setting values clarification 	Students in grades 6-8	Counselor, Advisory teachers	Job-Interest Survey School developed career documents Computer based programs	August – June
Group and classroom guidance on career exploration and development. Areas include: <ul style="list-style-type: none"> Review of career clusters Administering the Career Interest Inventory. Clarifying individual strengths related to career goals Expanding knowledge of career areas Broadening personal career preferences through value exploration. 	Students in grades 6-8	Counselor	Interest Inventory School developed career documents	Spring
Career Explorations: <ul style="list-style-type: none"> Career field trips Career touches 	Students in grades 6-8	Community volunteers, Teachers, Counselor	Community Professional groups	September- June

Charter School for Applied Technologies
GOAL 8

Provide advisory assistance to enable students to benefit in the area of Personal and Social Development

A. TARGET POPULATION

Students in grades 6-8

B. OBJECTIVES

1. Students will:

- A. Recognize the relationship between personal success and academic proficiency.
- B. Students will show improvement in some or all of the following areas:
 - 1. Peer relationships and effective social skills
 - Aid students in discovering their strengths and weaknesses in relation to school performance.
 - 2. Teach students to become their own advocates.
 - Individual counseling
 - Restorative conferences
 - Group counseling
 - Advisory lessons
 - Tier 1 and 2 Interventions
 - 3. Communication, problem-solving, decision-making and conflict resolution
 - Help students use their problem-solving and conflict resolution techniques.
 - Guidance with conflict management and interpersonal relationships.
 - Individual counseling
 - Group counseling
 - Peer facilitation
 - Advisory lessons
 - Tier 1 and 2 Interventions
 - 4. Understanding self and others
 - Character education traits
 - Bulletin board display
 - Personal reflection essays
 - Individual Counseling
 - Exploring strengths and weaknesses
 - Family history
 - Group counseling
 - Empathy training
 - Advisory lessons
 - Tier 1 and 2 Interventions

5. Coping strategies
 - Individual counseling
 - Group counseling
 - Advisory lessons
 - Tier 2 and 3 Interventions

6. Elimination or reduction of class time lost due to behavior/adjustment problems
 - Tracking by BIS or Counselor

7. Acceptance of responsibility for own behavior.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Administration observation and feedback
- Teacher observations and feedback.
- Disciplinary records will indicate a reduction of incidents involving discipline or adjustment problems.
- Annual student review and survey will indicate overall improvement in total program success.

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Individual conferences with students to provide assistance in dealing with existing potential behavioral/ adjustment problems, i.e., schedule adjustment, school policies and consequences	Identified and self-referred students in grades 6-8	Counselor, Teacher Administrator, Social Worker	Support help as needed, FBA, BIP (Behavior Improvement Plan)	August – June
Conference with teachers to ascertain extent of a student issue or ways to resolve the situation	Identified students in grades 6-8	Teacher, Counselor	Student referrals, Program report, Teacher referrals	August – June
Conference with parents to intercede in potential problems or to resolve existing behavioral/adjustment problems of their child	Identified students in grades 6-8	Administrators Counselor, Teacher	Aides, Student referrals, Progress reports, Teacher referrals	August – June
Conference with administration to determine appropriate resolution to existing problems	Identified students in grades 6-8	Administrators, Teacher, Counselor	Referral forms, Attendance record, Progress Reports, Formal/Informal Parent or Superintendent Hearings	August – June
Referral to professionals or outside agencies, i.e., psychologist, Mental Health agency, Hospital	Identified students in grades 6-8	Counselor, School Psychologist, BIS Student Assistance, Counselor	Student records, Attendance, Progress reports, Referrals, Evaluations	August – June
Prevention program for all 7 th and 8 th grade students. Areas of focus include: <ul style="list-style-type: none"> • Problem solving • Value classification • Goal setting • Effective relationships • Conflict resolution • Self-esteem • Communication skills 	All students grades 6-8	Weekly/Bi-weekly sessions Counselor, Teachers	Advisory lessons Other presentations developed by the counselor/BIS	Oct.-May
Group for students new to District or students with substance abuse problems	Identified students in grades 6-8	Counselor	Outside referral materials	September
Individual counseling done with students having behavioral/ adjustment problems. May include the following areas: <ul style="list-style-type: none"> • Poor peer relationships • Poor communication skills • Depression • Loneliness • Alienated attitude • Immaturity • Anxiety • Violent behavior • Self-defeating or destructive behavior • Abuse • Family problems 	Identified students in grades 6-8 Referrals may be self-initiated or by parent, teacher, administrator	Counselor, BIS, Administration, Social Worker	Discipline notices, Teacher referrals, Tier 2 and 3	August – June

Consultation with or referral to alternative support personnel when appropriate	Identified students in grades 6-8	Counselor, Social worker, Student Assistance Counselor	Outside agencies, Private practitioners	August – June
Referral for evaluation to assist in counseling students with behavioral problems	Identified students in grades 6-8	Counselor, BIS	Social Worker	August – June
Identification and counseling of potential dropouts with contributing adjustment or behavior problems	Identified or self-referred students in grades 6-8	Counselor, BIS, Administration	Social Worker, Progress reports, Attendance records	August – June

Charter School for Applied Technologies
GOAL 9

Assist students and their families in the area of Attendance

A. TARGET POPULATION

Students in grades 6-8

B. OBJECTIVES

1. Students will:

- A. Understand the relationship between school attendance and academic achievement.
 - Advisory lessons and scripts
 - MS orientation
 - CSAT Attendance Policy
- B. Understand the relationship between attending school and becoming a successful individual.
 - Advisory lessons and scripts
 - MS orientation
 - CSAT Attendance Policy

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- A. Improved student attendance.
 - Counselor will monitor attendance
 - Parent contact and involvement
 - CSAT Attendance Policy
- B. Reduced incidences of school/class tardiness.
 - Counselor will monitor attendance
 - Parent contact and involvement
 - CSAT Attendance Policy
 - School Board Discussions

D. PROGRAM DESCRIPTION				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Attendance Improvement Plan: Individual conference with students experiencing attendance problems, parent involvement, attendance hearings	Identified students with cutting, tardiness or attendance problems Grades 6-8	Counselor, Administration, Teachers, Advisors	Counselor, Teachers, Nurse	August – June
PBIS supports or case conference meetings to review students with attendance problems	Identified Students in grades 6-8	Counselors, Administrators, Psychologist, Teachers Nurse, Social Worker	Attendance record, Progress reports	August – June
A student handbook is distributed at the beginning of the school year to students. (The handbook contains all district attendance procedures & Policies.) This information is reviewed within the first week of school	Students in grades 6-8	Administrators, Teachers, Counselors, Nurse	Student Handbook	September
Parent/student conferences to discuss overall attendance patterns	Identified students in grades 6-8	Counselor, Administration		August – June
Review by Committee on Special Education with disabilities that may affect attendance	Identified students with possible or identified disabling conditions	Counselor, Teachers Administrator, Social Worker, Special Education	Teacher reports, IEP's, Progress Reports, Attendance Records	August – June

Charter School for Applied Technologies
GOAL 10

Encourage parental involvement in the educational process.

A. TARGET POPULATION

Parents of students in grades 6-8

B. OBJECTIVES

1. Parents will gain insights into their child’s academic and social progress as well as their goals, abilities, and aptitudes.
 - MS orientation
 - Informational pamphlet sent home in during the summer
2. Parents will understand and participate in plans to remediate any academic and/or behavioral problems their child might display.
 - Part of academic success plan
3. Parents will recognize the importance of their school involvement as it relates to their child’s success.
4. Parents will be assisted in obtaining help from sources within or outside the school if either child exhibits adjustment, behavioral or attendance problems.
 - Students will have more positive attitude towards school and learning as a result of parental involvement.

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student performance
- Parental feedback through conferences, telephone contacts or mailings

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Invite Parents to Award Assemblies	Students in grades 6-8	School Counselor, Teachers	Parents, Staff	August – June
Arrange/Participate in Parent Conferences	Students in grades 6-8	School Counselor, Teachers, Admin.	Parents, Staff	August – June
9th Grade Orientation	Students in grades 6-8	School Counselor, Administration, Teachers	Parents, Staff	July, August
Provide Information for Services at Open House	Students in grades 6-8	School Social Worker, Counselor	Parents, Staff	August – June

Charter School for Applied Technologies
Goal 11

Help students with attendance, behavioral and other school adjustment problems

A. Target Population

Students in grades 9-12

B. Objectives

Academic Development:

- Students and parents will recognize the relationship between attendance and educational performance.
- Students in grade 9 will participate in academic skill-based curriculum in Freshman Seminar
- Students will actively review academic progress during N.E.S.T every 5 weeks

Career Development

- Students will make the connection between high school attendance and behavior and long-term success

Personal/Social Development:

- Students will learn how to maintain appropriate relationships and friendships in and out of school
- Students will be aware of community resources available to them for issues in and outside of school
- Students will understand how to use the Career and Counseling Center and the Problem Solving Room (PSR) to appropriately address issues at school
- Students will continue to develop and use appropriate social behaviors
- Students who are experiencing adjustment problems will be given the opportunity to participate in various school programs and interventions

C. Annual Assessment of Program Results

- Review of attendance records
- Review of phone journals
- Review of behavioral data

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
N.E.S.T.	9-12	Teachers, School Counselors, Social Worker, Administration	Daily lessons on Social-emotional, career, college and academic constructs	August-June
Behavior Intervention	9-12	Teachers, Administrators, School Counselors, Social Worker	PSR (Problem Solving Room), student handbook, discipline policy (school-wide)	August – June
Tier 2 Counseling Groups-focus on managing emotions and academic skill building	9-12, at risk students	School Counselors, Social Worker, Administration	Professional Resources, attendance records, student information, report cards/grades/Tier 2 referral	October-May/June
Individual Counseling Sessions	9-12	School Counselors, Social Worker, Gateway-Longview	Professional Resources, attendance records, student information, report cards/grades	August – June
Attendance Policy	9-12 students with attendance issues	School Counselors, Administration, Social Worker, FSC	School handbook, attendance policy and records, report cards, CPS, PINS	August – June
Home Visits	9-12, at risk students	School Counselors, Social Worker, Administration, FSC	Professional Resources, attendance records, student information, report cards/grades	August – June
Dignity for All Students Act (DASA)	9-12	School Counselors, Administration, DASA Coordinator	Professional Resources, Parents, student body, Online reporting	August – June
Referrals to Counseling Agencies/FSC	9-12	School Counselors, Social Worker, Administrators	Professional resources, community agencies, parents	August – June
Intervention Period	9-12	Counselors, Teachers, Administrators	Progress Reports, report cards, Tier 2 referral	August – June
Career and Counseling Center Celebration Week	9-12	School Counselors, Social Worker	College Day, Career Day, Motivational Day, Student Appreciation, Gratitude Day	March
Tier 2 Individual Interventions	9-12	School Counselors, Social Worker, Administration, Teachers	Tier 2 Referral, Parent Referral, Academic/Behavioral data reports	August-June

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
ACCESS-VR	11-12	School Counselors, Special Education Coordinator and consultant and traditional Teachers	Professional Resources, Parent Information, Grades/IEPs/504 Plans	Fall and Spring Meetings scheduled annually
Parent/Teacher Conferences	9-12	School Counselors, Social Worker, Administration, Teachers	Professional Resources, Report Cards/Progress Reports	August – June
Freshman Seminar	9	School Counselors, Teachers	Professional Resources, School Connect Curriculum, Student Feedback	August-June

Charter School for Applied Technologies
Goal 12

Encourage parental involvement in their child's education.

A. Target Population

Students in grades 9-12

B. Objectives

Personal/Social Development:

- Parents will sign consent to have their children involved in counseling services
- Provide parents with information regarding school counseling programs through our website, PTO meetings, conferences, open house, and parent letters/mailings

Academic and Career Development

- Parents will be invited to attend school functions pertaining to their children's development
- Maintain an open line of communication with regards to attendance, programming, upcoming events, community service requirements, and career/college planning

C. Annual Assessment of Program Results

- Parent/teacher conference logs
- Sign in sheets for school functions
- Track number of students participating in support services
- Gather feedback from students and parents
- Track parent contact through phone journals

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Referrals to Family Support Center (FSC)	9-12	School Counselors, Social Worker, Teachers	Professional Resources, Report Cards/Progress Reports, Behavioral Report, Tier 2 referral	August-June
ACCESS-VR transition planning meetings	Special Education Students and Parents	School Counselors, Special Education Teachers, SSD Coordinator	Graduation requirements, Access-VR representative	November and March
Report Cards and Progress reports	9-12	Teachers, School Counselors, Administrators	Parent Portal	Every 5 weeks
Financial Aid Information Night/FAFSA Support	11-12	School Counselors	College Financial Aid Counselors, College Websites	October
Parent Conferences	9-12	School Counselors, Teachers, Administrators	Student handbook, progress reports, report cards	August-June
Mass Mailings/ Auto-dialer phone calls/Remind App	9-12	School Counselors, Teachers, Administration	N/A	August-June
Use of Technology & Social Media (Twitter, counseling Center Webpage, Remind, etc.)	9-12	School Counselors, Teachers, Administration	N/A	August-June
Open House	9-12	All Faculty and Staff	N/A	September and February
Career and Counseling Center Newsletter	9-12	School Counselors	N/A	Quarterly
District Attendance Policy (AIP's, letters mailed home and meetings)	9-12	School Counselors, Administration, FSC	Weekly and Cumulative Attendance Reports	August-June

Charter School for Applied Technologies
Goal 13

Support and foster student preparation for the world of work through the exploration of all post-secondary options, including college admission, vocational training, the Armed Forces, and career and employment opportunities.

A. Target Population

Students in grades 9-12

B. Objectives

Academic Development

- Advise students/parents to complete high school coursework that will be applicable to future career aspirations
- Help students to see the connection between attendance, work-ethic and success in the world of work

Career Development

- Facilitate classroom guidance activities pertaining to career exploration and opportunities, including interest inventories, employment opportunities, college planning, and vocational training
- Meet individually with students annually to discuss career goals and check progress on post-secondary plans
- Assist in the placement and maintenance of student internships and job shadows
- Schedule individual meetings with students as needed to apply for working papers and help with employment applications, etc.
- Make students aware of scholarship and employment opportunities

C. Annual Assessment of Program Results

- Track post graduate plans in ESchool and collect Senior Intent Forms
- Track acceptance and scholarship letters from colleges
- Follow up with CSAT graduates

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Financial Aid Night/Scholarship Night	11-12	School Counselors	Financial Aid advisors, college websites, FAFSA	October
FAFSA Completion Project/University at Buffalo Partnership	12	School Counselors	University at Buffalo Financial aid representative/HESC articulation agreement	Weekly Meetings January-May
College Visits and Field Trips	10-12	School Counselors, Business Department	College admission representatives, college websites	September-December
College Consortium	11-12	School Counselors	College admission representatives, college websites	October
NACAC College Fair	11	School Counselors	College admission representatives, college websites	March
Career Exploration Internship Program	11-12	School Counselors, Teachers, Internship coordinator	Teacher recommendations course catalog, local companies	September-June
Classroom Guidance Activities	9-12	School Counselors, Teachers	NYS graduation requirements, financial aid information, college testing registration	August – June
Armed Forces Week	9-12	School Counselors, Business Department	Recruiters for branches of the armed forces	May
Career and College Counseling Celebration Week	9-12	School Counselors, Teachers	Professional resources, community agencies	March
College Application Workshops	12	School Counselors	Professional Resources, Fee Waiver Information	August – June
Career Touches and Field Trips	9-12	School Counselors, Teachers, Administrators, Internship Coordinator	Community Resources and Partnerships, College Representatives,	August – June
CSAT Speaker Series	9-12	Business Department, School Counselors	Community Resources and Partnerships	August-June
Choices/Bridges Assessments and Portfolios	9	Business Department, School Counselors	O*Net, Occupational Outlook Handbook, NYS Department of Labor	August-June

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Individual Meetings	9-12	School Counselors	Transcripts, Report Cards, Progress Reports, Career/College Websites	August – June
Community Service	9-12	Teachers, School Counselors	Graduation Requirements, Community Resources	August – June
College and Career Success Skills	10-12	Business Department, School Counselors	Community Partnerships, O*Net, Various Websites, College Reps, Career Speakers	August-June
ASVAB/Vocational Testing	9-10	Teachers, School Counselors	Holland's Inventory, Online Inventories, FYI (ASVAB interest inventory)	September-June
Freshman Seminar	9	Teachers, School Counselors	WNY Career Zone and other Inventories, Career Touches, Community Resources	August – June
Classroom Visits	9-12	School Counselors	Various Websites, College Reps, etc.	August-June
Career Readiness Committee	9-12	Counselors, Business Department, Administration, Board of Trustees	NYS Labor Department, Parent Feedback, Alumni Data	August-June
Senior Portfolios	12	Counselors, PR Department, Business Department, Teachers	Internship Documents and Hours, SAT/ACT Scores, Letters of Recommendation	June
Senior Experience	12	Business Department, Counselors, Administration, Teachers	ABC Regional, SAT/ACT Test Prep, College success skills course at ECC, College tours	August

Charter School for Applied Technologies
Goal 14

Ensure that every parent and student are aware of, and has met the New York State requirements for graduation, and receives a diploma that reflects his/her full potential and ability.

A. Target Population

Students in grades 9-12

B. Objectives

Academic Development

- Advise students/parents to complete high school coursework based on New York State Standards; parents to review course selection sheets mailed home
- Provide students and parents with information on graduation requirements and diploma types on the school website, at parent/teacher conferences, and school functions
- Review student transcripts regularly to check progress
- Provide students and parents with information regarding course opportunities, Advanced Placement classes, NCAA requirements, and teacher recommendations
- Collaborate with teachers, students, and parents to develop an appropriate course load for each student
- Use standardized test scores and teacher recommendations to ensure appropriate placements

Career Development

- Help students choose an appropriately challenging work load to foster time management and success in all subjects
- Help students to recognize the connection between course work and career pathways

C. Annual Assessment of Program Results

- Track diploma types for all graduates
- Graduation rate
- Survey student and parent understanding of expectations and requirements

D. Program Description				
Activities	Target Group	Staff Assigned	Other Resources	Dates
Individual Annual Student Reviews	9-12	School Counselors	NYS Graduation Requirements, Transcripts, Report Cards	September-May
Beginning of School Year Orientation	9-12	School Counselors, Teachers, Administrators	NYS Graduation Requirements	August
Academic Support Classes (Regents Prep, Labs, Humanities)	9-12	Teachers, School Counselors	Report Cards	August – June
Course Selection	9-12	School Counselors, Teachers, Administrators	Teacher Recommendation NYS Graduation Requirements	March-May
Individual Progress Meetings	9-12	School Counselors	Teacher Feedback, Report Cards, Progress Reports	September-June
Add/Drop Period and Policy	9-12	School Counselors, Administrators	Teacher Recommendation NYS Graduation Requirements, Student Handbook	May
Parent Conferences	9-12	School Counselors, Teachers, Administrators	Teacher Recommendation NYS Graduation Requirements, Student Handbook, Referrals, Progress Reports/Report Cards	August – June
Attendance Policy	9-12	School Counselors, Teachers, Administrators, Attendance Secretary	Attendance Records/History, Professional Resources, PINS/CPS, SST, Progress Reports and Report Cards	August – June
Midterms	9-12	School Counselors, Teachers, Administrators	Progress Reports/ Report Cards, NYS Graduation Requirements	January, Annually
Parent Calls and Letters	9-12	School Counselors, Teachers	NYS Requirements	Quarterly and as needed
Intervention	9-12	Teachers	NYS Requirements, Progress Reports, Report Cards	Every 5 weeks
Tier 2 Academic Skill Building Counseling Groups	9-12	Counselors, Social Worker, Administrators	Progress Reports/Report Cards, Tier 2 Referral	As needed

Charter School for Applied Technologies
Goal 15

Assist and support students in the application of learned social skills, character education, including conflict resolution, appropriate relationships, positive decision-making and interpersonal and communication skills.

A. Target Population

Students in grades 9-12

B. Objectives

Academic Development

- Foster appropriate behavior in the classroom towards teachers and peers
- Help students to see the connection between behavior and achievement

Personal/Social Development

- Identify at-risk students through collaboration with data coordinator, social worker, administration, teachers and other counselors and address them individually
- Address students in need of various skills –including anger management, conflict resolution, and communication skills– through small group, individual, and classroom guidance activities
- Aid in peer mediation and conflict resolution on an individual basis
- Character education provided through N.E.S.T. throughout the year

C. Annual Assessment of Program Results

- Tier 2 Intervention data reviewed regularly
- Maintain DASA file
- Update phone and guidance journals
- Track discipline and attendance records