

WEST NEW YORK DEVELOPMENTAL
GUIDANCE AND COUNSELING
CURRICULUM 7-12

Prepared by

The Guidance Department

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INTRODUCTION

Counselors are expected to be involved in a greater variety of guidance activities than ever before. They work in the curriculum, conduct placement and follow-up; do community outreach, crisis counseling, teacher and parent consultation, and scheduling. The challenge for counselors is to make the transition from the ancillary concepts to a comprehensive program.

It is recommended that the comprehensive 7-12 guidance program systematically address developmental stages which students experience as they progress through school. This approach is based on the works of Benjamin Bloom, Erik Erikson, Robert Havighurst, Lawrence Kohlberg, Abraham Maslow, and Jean Piaget and it recognizes that all students pass through specific developmental stages as they mature. School counseling programs must be structured to anticipate and nurture the developmental personal/social, career, and educational needs of pupils. The emphasis in developmental guidance shifts from working with individuals to working with all students, from remediation to prevention and from unplanned/unstructured activities to systematic and accountable programs.

SECTION 1

NEW JERSEY SCHOOL COUNSELING INITIATIVE

1.1 GUIDANCE DEPARTMENT MISSION STATEMENT

The mission of the Guidance Department is to enable each student to achieve his/her educational, personal and career goals and to function as a member of society now and in the future.

1.2 GUIDANCE DEPARTMENT PHILOSOPHY OF EDUCATION

The staff of the Guidance Department believes that the learning-teaching process and the various experiences of human interaction lead students to a greater understanding of themselves while causing them to arrive at new knowledge. The educational process is characterized by a dynamic relationship between the learner and his environment. The

goal of education is to help students live with others in a humane way and to learn those skills necessary to live effectively from a personal perspective. It is also the goal of education to create educational practices which result in the learner's awareness of his/her responsibility to exert a positive influence upon the changing world in which we live.

The goals of the Guidance Department involve the provision of services to assist students in analyzing and appraising their own abilities, aptitudes and values and in identifying their interests while seeking out personal life directions. Through personal and group counseling, students are aided in planning and attaining goals and in establishing personal decision-making skills and career planning skills. It is imperative that the students develop an awareness of the multicultural society in which they live and develop an appreciation for this diversity.

1.3 GENERAL GOALS GRADES 7-12

PERSONAL/SOCIAL

Students will develop:

- a positive self-concept
- a knowledge of self
- a personal value system
- an understanding of self and others
- an understanding of the importance of community resources
- global and social awareness

EDUCATIONAL

Students will develop:

- a positive attitude toward learning
- interpersonal and communication skills
- problem-solving abilities

- decision-making skills
- an understanding of the school environment
- a facility for utilizing guidance services
- an understanding of the value of time management and study skills

CAREER

Students will develop:

- career awareness
- career planning skills
- an understanding of the relationship of personal/social skills and education
- an understanding of the world of work
- career exploration

1.4 VALUES

Students will:

- develop self-awareness and positive self-esteem
- tolerate and understand others
- have respect and concern for self and others
- assume responsibility and understanding of relationships in home, school and community
- acquire skills to remain honest and loyal
- aspire to learn

1.5 EVALUATION

- Student self-awareness will be measured with interest inventories, surveys and social indicators as reported by teachers.
- Student self-awareness and career portfolios and the collection of data on learning academies will be used to facilitate career awareness.

- Student success in the application of knowledge will be measured by the counselor through observation as the student makes appropriate subject selection for secondary school programs relating to the student's career goals.

SECTION 2

WEST NEW YORK MIDDLE SCHOOL GRADES 7-8

2.1 SCOPE AND SEQUENCE GRADES 7-8

Academic Development

- Balance an academic workload and social activities
- Set goals
- Adjust to rigorous academic expectations
- Promote academic responsibility

Social/Emotional Development

- Identify personal strengths and weaknesses
- Coping with self-esteem
- Successful ways of developing friendships
- Conflict resolution skills
- Cope with peer and social pressures
- Develop positive decision making skills
- Transitions

Career Development

- Academy interest inventory

- Career Exploration Day
- Career Portfolio
- 9th Grade Scheduling

2.2 COUNSELOR RESPONSIBILITIES

Counselor will:

- provide individual/group counseling sessions of students referred by teachers, supervisors, administrators, or parents
- consult with classroom teachers, school personnel, and parents
- provide career awareness and exploration presentations
- implement classroom activities using audio-visual materials, guest speakers and other materials
- attend Guidance Department meetings
- participate in IEP meetings
- participate in 504/I&RS meetings
- Anti-Bullying referrals
- attend Common Planning Time (CPT)
- offer grade level group presentations
- host freshman orientations
- assist with home tutoring conferences
- host academy presentations
- distribute report cards
- ensure the successful completion of graduation requirements
- Parent Portal Consultations
- identify students at risk
- monitor student progress
- advocate for students

SECTION 3

MEMORIAL HIGH SCHOOL GRADES 9-12

3.1 *MEMORIAL HIGH SCHOOL MISSION STATEMENT*

The purpose of education on the secondary level is the development of the individual. The classroom must encourage an environment in which freedom of discussion will guide students toward the discovery of self-awareness and individual truth. Therefore, it is the goal of our instructional staff to stimulate curiosity, recognizing that critical thinking is vital.

A cooperative and harmonious atmosphere must be created among students, teachers, support staff and administrators. Fair and clearly understood policies will ideally result from full communication at all levels of school operation. Schools should resound with the open exchange of ideas where the voice of the student is not only heard but valued. Students entrusted with serious responsibility in the self-determination of their own education will become adults, capable of creative and powerful action in a complex society.

In the mercurial world of the adolescent, the classroom teacher represents the foundation of society's finest achievements and greatest aspirations. In the educational arena, the teacher is clearly the catalyst. Commitment to excellence in education requires that the vast resources represented by Memorial's faculty be utilized to maximum effect.

Education is a process without a finished product. Our greatest hope should be to instill a thirst for knowledge that will never subdue. Education is an on-going process therefore the parents of our students and the community at large must share the responsibility of guiding our youth. The most well-intentioned efforts at Memorial High School should be enhanced by a cooperative effort with the community to cultivate an environment that emphasizes quality education.

3.2 STAFF

The staff of this office consists of an Assistance Principal, a substance awareness coordinator (SAC), guidance counselors and clerical personnel. The professional staff members are fully certified and have had the appropriate graduate training to work effectively with the students, their parent(s)/guardian(s) and the teachers. Each student is assigned a counselor who will remain with the student throughout his/her entire high school career. The Assistant Principal in charge of the Guidance Department administers the guidance program. Students are encouraged to make extensive use of their counselors and the Guidance facilities.

3.3 PURPOSE

The general purpose of guidance services at Memorial is to assist the students to analyze and appraise their own abilities, aptitudes and values; to identify their interests and seek out personal life directions; to aid them in planning and attaining goals and to establish personal decision-making skills. Personal and group counseling are provided to accomplish these objectives.

SECTION 4

SERVICES

4.1 COUNSELING

The primary activity employed in the guidance program is ensuring the successful completion of graduation requirements. To promote efficient functioning is the goal of this process which includes consideration of development or situation adjustment problems, self-understanding and self-actualization.

4.2 EDUCATIONAL PLANNING

Assisting students to attain their immediate goals upon graduation is a major priority of the Guidance Department. This service includes consideration of student interests, past performance, present potential and future opportunities.

4.3 EVALUATION

The counselors evaluate the performance of their students through cumulative records in order to provide relevant information about each pupil's present status, past performance and future potential. Information about students from standardized tests is interpreted and utilized to aid the student in self-appraisal.

4.4 COLLEGE/POST-SECONDARY INFORMATION

College applications and catalogs are available on-line. During the first semester of each school year, representatives from many colleges, business, nursing, technical, and vocational schools visit Memorial to supply information about their schools to the current senior class. An annual college fair night is held in October. A college visitation calendar is made available to all seniors so that they may make appointments to attend the presentations of their choice. On-site interviews for college and business school admissions are also available at Memorial for certain selected schools. All applications and transcripts for undergraduates are processed through the Guidance Office. The senior class rank is available at the end of October.

4.5 FINANCIAL AID/SCHOLARSHIP INFORMATION

Financial aid information is available in the Guidance Office after the annual financial aid workshop is presented by the counselors. Various local and county organizations provide scholarship assistance to Memorial's graduates. The selection of the scholarship recipients is completed by Memorial's Scholarship Committee. Additional scholarship information about special programs is presented through posters, notices and announcements from the Guidance Office.

4.6 REFERRAL SERVICES

To meet the needs of some students, the counselors and the substance awareness coordinator make referrals to private or public agencies. This is done with the assistance of the school psychologist.

4.7 SCHEDULING ASSISTANCE AND ADJUSTMENTS

The counselors and teachers help students in the selection of courses for each of their four years at Memorial High School. The students review their cumulative records each year to assure they are meeting the requirements for graduation. Adjustments to the students' schedules are made according to a prescribed policy. Every effort is made to insure that each student's program satisfies the individual's educational plan. Schedule changes are made according to the following policy:

The Assistant Principal in charge of Guidance Department will be made aware of the reasons for the requested schedule change; a district supervisor, content supervisor, teacher, student, administrator, parent, or guidance counselor will make the requests.

Upon a determination as to the validity of the request, the Assistant Principal in charge of Guidance Department will return the request to the guidance counselor with the recommended action indicated.

In the spring of the academic year, the scheduling process begins at MHS. Scheduling information is distributed to sophomores and juniors; the information is color coded by grade level.

The students will have ample time to consult with their teachers and parents regarding their individual programs. A scheduling day is designated for all teachers to make individual recommendations to their students and discuss their departmental offerings.

Shortly after scheduling day, the students submit their course selection sheets to their homeroom teachers; these sheets are subsequently sent to the guidance counselors. The counselors review all of the requests and consult with the students. This process is designed to emphasize the role of the classroom teacher in making recommendations based on classroom performance; then the Power School System process of scheduling begins.

4.8 PLACEMENT SERVICES

Students are advised regarding job openings in the community and the county. In some cases, the placement of students can lead to full-time employment following graduation. Information regarding working papers can also be obtained from the Guidance Department.

4.9 TRANSITION SERVICES

Throughout a student's academic career, there are key transitions when he/she moves from one familiar place to another. These transitions can often be both difficult and stressful. The Guidance Department offers specific transition services to students to assist in the transition process. As counselors we provide the following services:

- individual counseling sessions regarding high school transition
- individual counseling sessions to discuss post-secondary school and/or vocational training
- discuss post-secondary and/or vocational support services, accommodations, and financial information

4.10 PARENT'S NIGHT

There are two major parents' nights for which there is participation by the Guidance Department. The regular parents' night in November is devoted to the parents of the seniors in jeopardy. Because of the time factor and numbers of students involved, the guidance counselors address the needs and concerns of the senior parents. For all other parents, the option is provided for making appointments for conferences.

In September of the school year, the Guidance Department provides a parent's night in both English and Spanish for the parents of freshmen. At this meeting the parents are provided with scheduling and curriculum information, a profile of MHS and the policies and procedures of the school.

SECTION 5

SMALL LEARNING ACADEMIES

Current research overwhelmingly supports the notion that students in high school are more successful when they attend small education environments. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, and school safety. Over the next few years, Memorial High School will be introducing Small Learning Communities. This approach makes it possible for student work to be more actively and closely monitored, and more academically focused, than is possible in a traditional, comprehensive high school. One of the goals of these Small Learning Communities will be to increase the rigor of instruction and selection so that entering 9th graders are prepared for college preparatory work and high school graduates are ready for university instruction. The Small Learning Community initiative at Memorial High School will take two forms, a Freshman/Sophomore Loop Structure for grades 9-10 and Career Based Academies for grades 11-12.

The Freshman/Sophomore Loop is a two-year academy comprising of both 9th and 10th grades. Grades 9 and 10 will be divided into a few groups of roughly 100 students each in a Freshman/Sophomore Loop Academy. Within this structure, students and staff will remain together in the same teams (or groups) for two years of 9th and 10th grade, looping with the same team of teachers for all core subjects, insofar as possible and practical, for two years. The Freshman/Sophomore Loop Academy at Memorial will help personalize the high school experience. In addition, this academy will also ensure that all students will rotate through a series of exposure activities which will provide them with a basis to select their preferred Career Based Academy for the 11th and 12th grades.

These Career Based Academies are “schools-within-schools” organized around career themes. Within the personalized learning environment of a small community, the students will be exposed to academic and vocational instruction that will prepare them for postsecondary education and employment. Teachers and students integrate academic and

occupation-related classes as a way to enhance real-world relevance and maintain high academic standards. Partnerships with local colleges, universities and employers will provide program planning guidance, mentors and work internships. Career based academies place an emphasis on building relationships between students and teachers as well as work-site supervisors and other employer representatives. The school-within-a school structure supports constructive relationships between students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the support students receive.

Currently, some students are participating in the following Small Learning Academies that are under various stages of development:

- Freshman/Sophomore Loop
- Visual/Performing Arts
- Public Affairs
- Business/Finance
- Global Technology
- Liberal Arts

Small Learning Academies at Memorial High School are vibrant and stimulating places. The design and development of each of the academies is due to the involvement, enthusiasm, and commitment of both teachers and students alike.

5.1 FRESHMAN/SOPHOMORE LOOP

The Freshman/Sophomore Loop is a two-year academy comprising both 9th and 10th grades. Within this structure, faculty teams will consist of a social studies, math, science, and language arts teacher, for each student cohort of roughly 100 students. Specials such as physical education, arts, music, languages, and technology will be shared among all within this academy. Students and staff will remain in those same teams for two years of 9th and 10th grade, looping with the same team of teachers for all core subjects, insofar as possible and practical, for two years. During the 9th and 10th grades, all students will

rotate through a series of exposure activities which will provide them with a basis to select their preferred academy for the 11th and 12th grades.

STANDARDS:

[21st Century Life Skills](#)

[Career Awareness and Exploration](#)

[Career Cluster Table](#)

[NJ Core Curriculum Standards](#)

5.2 VISUAL/PERFORMING ARTS

The Triple Threat Academy is a program designed for students who show an interest in the conservatory approach to the performing arts. Classes taught by professional artists in the areas of dance, musical theatre, vocal music, dramatic literature and acting are provided, in order to create “well rounded” performers. The audition technique, as well as materials appropriate for audition use will be discussed. Students involved will have the opportunity to work with the prestigious Manhattan Theatre Club in workshop situations, as well as see three of their Broadway productions. This course is offered on the College prep level, with the possibility of taking it on the honors track.

STANDARDS:

[Visual and Performing Arts](#)

5.3 PUBLIC AFFAIRS

The Public Affairs Academy will offer a rigorous curriculum in public policy analysis and administration that will prepare students to assume leadership positions in government, business, and non-profit organizations. This academy will be open to students in their junior year of high school that have expressed interest in public affairs and/or are recommended by their Social Studies and /or English teacher. These students are then interviewed by a core group of teachers from the academy. The Academy will go beyond traditional programs to offer a multidisciplinary approach to the complex economic, political, technological, and social issues of the 21st century. All courses will focus on studying public affair and policy in all facets of modern society. Each course, whether an elective or required selection, will incorporate media technology into the everyday reinforcement of all classroom teachings. Through research and inquiry based

methods students will be given the opportunity to study public affairs. Special attention will be given to the political and socio-economic nature of public affairs. Topics included in the study of public affair will include, but not be limited to, race, gender, ethnicity, social class, environment and culture. All of these topics will be looked at both historically and in modern context to help students better understand current events, political climates and relevant public affairs.

STANDARDS:

[Government and Public Administration](#)

[Human Services](#)

[Law and Public Safety](#)

[Transportation and Distribution](#)

5.4 BUSINESS/FINANCE

Students in the emerging Business Academy will be given a hands-on introduction into the world of business. Students will learn basic business principles in multiple high-level core courses such as accounting, business law, personal finance, computer applications, economics, and marketing. Of particular interest to students in the Business Academy will be the FBLA (Future Business Leaders of America) and DECA (Distributive Education Clubs of America) clubs which develop competencies in business and related fields, and promote civil and personal responsibility. In keeping with recent trends in the business world, the Business Academy program will stress the importance of the global economy. This modern approach to high school business education will provide students with the communication skills and multicultural understanding that is so valuable in today's global business arena.

STANDARDS:

[Business, Management and Administration](#)

[21st Century Life and Career Skills](#)

[Personal Finance Literacy](#)

[Financial Career](#)

[Hospitality and Tourism](#)

[Manufacturing](#)

[Marketing](#)

5.5 GLOBAL TECHNOLOGY

Students in the emerging Global Technology Academy will be exposed to a wide array of topics in the world of science, mathematics, technology and media. The students in the Global Technology Academy should have a strong interest in mathematics, science and/or technology. The program of study will be centered on the usual academic core subjects- English, social studies, world language, and mathematics with a concentration on technology. The academy will offer students a unique learning experience using cutting edge, web-based technology and connect them to the global community and the workplace of tomorrow. Program highlights include an Alternative Fuels education track, video production and project based-media. Many of the exciting components of this program will be integrated into the other Academies.

STANDARDS:

[21st Century Life and Career Skills](#)

[Career and Technical Education-Natural Resources](#)

[Architecture and Construction](#)

[Arts, Audio Visual, and Communication](#)

[Education and Training](#)

[Information Technology](#)

[Science, Technology, and Engineering](#)

5.6 LIBERAL ARTS

Students in the emerging Liberal Arts Academy will be exposed to a wide array of careers including, but not limited to education, social work, culinary arts, and other vocational trades. This academy is ideal for those students who would like to further their education in the humanities and social sciences. The general knowledge skills developed through liberal arts studies can have a significant effect on the students' future career development and long-term employment. Students who choose this academy are interested in one of the aforementioned fields, see a well-rounded high school experience, and/or are still undecided as to what they would like to do in the future. Regardless of

why students pick the Liberal Arts Academy, they will be prepared for study in a curriculum that will offer course work at honors and college preparatory levels.

STANDARDS:

[Career Awareness, Exploration, and Preparation](#)

[Education and Training Career Cluster](#)

[Career and Technical Education](#)

[21st Century Life and Career Skills](#)

SECTION 6

SPECIAL PROGRAMS

6.1 SYRACUSE UNIVERSITY PROJECT ADVANCE

Syracuse University Project Advance (SUPA) is a partnership linking Syracuse University with Memorial High School. Qualified high school juniors and seniors will have the opportunity to enroll in Syracuse University courses for college and high school credit concurrently while on the Memorial High School campus. The courses we offer are basic introductory courses that fit well into most college and university curriculums. They are the same courses taught on the main campus of Syracuse University only at a fraction of the cost. There is an array of courses designed for those students who are capable of doing college-level work while still in high school

SUPA Course Offerings:

- American History 101 3 credits
- American History 102 3 credits
- Calculus 295 4 credits
- Intermediate Italian 201 4 credits
- College Learning Strategies 105 3 credits
- Practices of Academic Writing 105 3 credits
- Narratives of Culture (Critical Reading) 142 3 credits
- Sociology 101 3 credits

***PLEASE NOTE**

Students taking SUPA courses do not have to gain acceptance into Syracuse University for the college credits to count. However, while Syracuse University states that over 90% of their SUPA courses are transferrable, each college and university determines the nature and extent of its policies for the acceptance of transfer credit. On the other hand, MHS students that take advantage of SUPA may be granted up to a full year of college credit (sophomore standing) at the institution of higher learning of their choosing upon graduation from Memorial High School.

We also have articulation agreements with:

- Kean University
- Caldwell College
- Fairleigh Dickinson University
- Hudson Community College

6.2 JUNIOR AND SATURDAY ACADEMY

Memorial offers two special programs, Mathematics Junior Seminar and Saturday Academy, to help students succeed in the classroom and on state mandated assessments (*These two programs are currently under revision and may change*).

Mathematics Junior Seminar is a mandatory support program for select juniors who have scored below grade level on the standardized assessments and teacher recommendation. Those who received below level scores in Mathematics were selected to be part of this program.

The targeted students will receive instruction in the areas of Mathematics in a one year course during their junior year. Students will receive 5 credits per course. The skills mastered in these classes will enable students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation.

Saturday Academy/Winter Academy is a mandatory program for juniors designed to support students who scored below grade level on District Tests and/or are not doing well in Language Arts and/or Mathematics. The skills mastered in these classes will enable the students to successfully pass the High School Proficiency Assessment (HSPA), a requirement for high school graduation.

The Saturday Academy meets on designated Saturday mornings and certain days during the months of January and February. The Saturday Academy addresses the needs of eleventh grade students in the areas of Language Arts and Mathematics using small group instruction and offers the opportunity for students to earn one credit for their participation.

6.3 *PASSES PROGRAM*

Many urban school districts are feeling the impact of what has been euphemistically addressed as “academically delayed students”. These students, in most cases, are LEP students entering a school system with little or no formal education in any language. Their social and cognitive skills are usually not the same level as other students in the same chronological age group.

The ungraded program for all West New York’s academically delayed students is the Program for Academic, Social, Survival and English Skills. It is available to LEP students ages 15-19, have been assessed to be academically delayed. The courses are taught by two bilingual/ESL teachers at Memorial High School.

6.4 *PROJECT ALTERNATIVE PROGRAM*

Project Alternative is a unique program for seventh and eighth grade students who will be at least fifteen by September of the current school year. The purpose of the program is to provide educational, vocational and supportive services to students who may be potential dropouts. Project Alternative students are selected based upon the following:

- Below average report cards and standardized test scores
- Student has become disaffected and identified as a potential dropout
- She/he will be 15 years of age by September 30th of the current school year at Memorial High School

The candidate will then be selected based upon the following procedure:

- Screening completed by MHS Administrative team
- Recommendations from elementary/middle school principals and teachers are included in the candidate's application
- The MHS Administrative Team screens potential candidates and makes final determination
- Notification of list is sent to elementary, middle, and secondary administrative staff and guidance counselors
- Individual Program Plans are then generated for each candidate
- Student will then have a program of reading, writing and mathematics in a self-contained class at Memorial for the educational component
- Student will also have fine arts and/or practical arts courses at Memorial for the vocational component.

6.5 CREDIT RECOVERY PROGRAMS

The Memorial High School Guidance Department has partnered with Educere, an on-line credit recovery program. Students who have failed a subject for the academic year may be eligible to register for classes and complete the credit recovery program over the summer. The Guidance Department is responsible for monitoring student progress, assisting students with the registration and application process, and offer support services for students having difficulty with the coursework.

SECTION 7**MEMORIAL HIGH SCHOOL GOALS AND OBJECTIVES****7.1 SCOPE AND SEQUENCE GRADES 9-12***Academic Development*

- transition to high school academics
- resources available for academic enhancement
- time management/organizational skills
- resources available for academic enhancement
- extracurricular activities/opportunities

Social Development

- transition to high school social experience
- problem solving/coping skills
- conflict resolution
- stress/anger management skills
- balance academic workload, activities, personal time
- making healthy choices
- skills for coping with loss

Career Development

- career decision making survey process
- completing a career interest inventory
- preparing for and taking standardized tests
- researching and visiting colleges or other post-secondary institutions
- researching skilled trade union or other technical careers

- review career portfolios
- completing college or technical school applications, financial aid, and scholarship forms
- internship/volunteer opportunities
- applying to skilled trade unions and taking entry exams

7.2 STUDENT OUTCOMES AND COMPETENCIES

Academic Development

- identify behaviors and study habits in order to maximize academic progress
- utilize successful time management/organizational skills
- develop successful ways to devote time between studying and extra-curricular activities
- learn to set personal and academic goals and develop effective strategies

Social Development

- recognize healthy relationships with family, peers, and faculty members
- develop successful problem-solving skills to resolve conflicts
- develop successful tools for managing stress
- learn to tolerate and understand others
- learn appropriate coping skills in response to emotional hardship
- assess and evaluate the impact of the use of tobacco, alcohol, and other drugs

Career Development

- review and annually update career portfolio

- evaluate long-range and occupational and goals based upon self-assessment and career exploration inventories
- explore post-secondary educational opportunities through use of internet programs, reference materials, and conferences with school counselors
- recognize the significant items that colleges will be evaluating during the admission process and prepare accordingly
- visit colleges or technical schools of interest

7.3 COUNSELOR RESPONSIBILITIES

Counselor will:

- provide structured student individual/group conference
- attend Guidance Departmental meetings
- set up parent, teacher, and administrative conferences
- interdisciplinary conferences –
administration/parent/student/disciplinary
- schedule students
- attend IEP Meetings, 504, I&RS, Anti-Bullying, and CPT meetings
- provide grade level group presentations
- assist students with college advisement/career planning
- assist with the completion of college applications and recommendation letters
- Freshman Orientation
- host on-site college instant decision days
- set up college field trips
- complete athletic eligibility worksheets
- provide information regarding financial aid
- host FAFSA workshops
- distribute quarterly Senior in-jeopardy letters, progress reports, and report cards

- provide military progress checks on students
- inform students of opportunities to earn college level credits
- prepare crisis, anti-bullying, 504, drug/substance abuse, CST, and I&RS referrals
- host Parent Portal consultations
- identify students at risk
- monitor student progress
- ensure successful completion of NJ State mandated graduation requirements
- assist students with registering for credit recovery programs

SECTION 8

SENIOR INFORMATION

8.1 GRADUATION REQUIREMENTS

Graduation from Memorial High School is based upon successful completion of the requirements listed below, in accordance with New Jersey State law and the rules of the WNY Board of Education.

- Attendance in accordance with established local policies is required. In order to receive credit in any subject, a student must not have missed more than fifteen days in a school year or eight days in a semester.
- The successful completion of 120 academic credits in a curriculum that requires the following:
 - 4 years of English
 - 3 years of Mathematics (Algebra, Algebra 2, Geometry)
 - 3 years of Science (3 years of lab science including Biology, Chemistry and a third year of lab science)

- 3 years of History (U.S. History 1, 2 and World History)
- 1 year of World Language (2 consecutive years of the same language for college bound students)
- 1 year of Visual/Performing/Fine Arts
- 1 year of Computer Technology/Practical Arts/Family Consumer Science
- ½ year in any Financial/Economic course
- New Jersey Law requires 3.75 credits of Physical Education/Health for every year of enrollment in a secondary school
- Successful completion of the High School Proficiency Assessment or AHSA

8.2 CLASS RANK

Seniors

1. The senior rank is determined by the Power School System through the Student Information Center.
2. Top 25 completed in September of senior year based on a 6 semester rank.
3. Top 25 finalized in mid-term of senior year based on a 7 semester rank.

Underclassmen

1. No official rank is available for these students. For special cases, ranks can be computed at the end of each school year. Ranks can be completed at the end of each school year once a student earns credit for the attempted courses.

8.3 COLLEGE VISITATION CALENDAR

The Guidance Department schedules college, business, technical, or vocational representatives to make presentations to the seniors over the course of the academic school year. Each counselor provides the senior homerooms with copies of the monthly

schedules and notifications as well as creates bulletin board presentations and intercom announcements. Each interested senior will see his/her counselor to receive a pass to attend the college on-site, workshop, or presentation.

8.4 EARLY ADMISSION

Students who are academically excellent and are demonstrating an outstanding readiness to pursue a college education instead of attending Memorial in their senior year may utilize the early admission procedure. These students will apply to college during their junior year; the College Handbook must be reviewed to locate and confirm the colleges or universities that accept students for early admission.

It is usually during the student's sophomore year that the early admission procedure is first discussed and considered. It is advised that these students take the SAT in the spring of their sophomore year, as well as the PSAT and SAT in their junior year. A class rank followed by seniors will apply to the early admission candidates.

These students are not required by Memorial High School to complete their senior year requirements of English 12 and Physical Education 12 and they are kept on the rolls as part of their regular graduating class. Permitted to participate in the graduation exercises with their class, these students will receive their diplomas as long as Memorial receives notices from the various colleges of the satisfactory completion of the student's first college year. Memorial High School accepts the college subjects in lieu of a senior program at Memorial. All cases are subject to review by the Assistant Principal in charge of Student Personnel Services.

8.5 SENIORS IN JEOPARDY

In order to motivate seniors who are in danger of not graduating, letters are sent home at the end of the first, second and third marking period and parents are encouraged to meet with guidance counselors to develop and plan remediation strategies. Teachers and/or administrators may be involved if necessary.

C. Employment (Please respond only if entered the work force directly after graduation from Memorial High School)

	<u>Employer</u>	<u>Position Held</u>	<u>Dates</u>
1.	_____	_____	
2.	_____	_____	
3.	_____	_____	

D. Education (Please respond only if you attended a school directly after graduation from Memorial High School.)

1. College or school in which you initially enrolled:
2. College or school in which you are presently enrolled:
3. Major or field of study:
4. If you transferred or changed schools, briefly indicate the reason:
5. If you are no longer enrolled in a college or school, please indicate the reason:

E. Academic-How well did Memorial High School prepare you in the following areas?

Subject Area	Excellent	Good	Fair	Poor	N/A
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CBE/MDE Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Consumer Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music-Instrumental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music-Vocal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Overall Academic Preparation

1. Were there any courses which you would like to have taken which were not offered?
2. Which courses were most helpful to you?
3. Please feel free to make any additional comments about the high school curriculum:

G. Counseling Services- “How well did Memorial’s Guidance Department assist you with counseling services?”

Excellent	Good	Fair	Poor	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Selection					
Interpretation of Test Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College/Post Secondary School Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Information Distribution – How well did Memorial’s Guidance Department assist you by providing information about the following?

	Excellent	Good	Fair	Poor	N/A
Standardized Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College/Career Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Processing Records – How well did Memorial’s Guidance Department assist you by processing your records?

	Excellent	Good	Fair	Poor	N/A
Transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. In what other areas could the Guidance Department have been more helpful?

K. How was your counselor most helpful?

L. How could your counselor have been more helpful?

8.8 INTERNSHIP/VOLUNTEER OPPORTUNITIES

Students are given the opportunity to participate in numerous internship and/or volunteer programs. The Guidance Department has partnered up with various businesses, vocational/technical, and service organizations that will provide unique career prospects. These internship/volunteer opportunities will coincide with the specific career academy designation that individual students have enrolled in beginning in their junior year.

SECTION 9

POLICIES AND PROCEDURES

9.1 COMPREHENSIVE PLAN TO ADDRESS THE NEEDS OF THE DISAFFECTED STUDENT AND DROPOUTS/POTENTIAL DROPOUTS

Through the efforts of their administrators, guidance counselors, teachers the school psychologist, the Child Study Team and the substance awareness coordinator, Memorial's disaffected students are identified and involved in a supportive network to reduce the chances of their dropping out of the educational system. These students who do not perform at their levels socially and/or academically are first identified at the eighth grade level by the elementary principals, nurses, and eighth grade teachers.

At the beginning of the school year, the parents of the incoming freshmen are invited to attend a special Freshmen Parent's Night designed to outline the responsibilities of the student and the parent. During the school year, the ninth grade students are given special attention by their guidance counselors and the school psychologist. Memorial's principal

and the middle school guidance counselors work closely to monitor the progress of the ninth graders.

Students at the seventh and eighth grade levels who are identified as potential dropouts may be recommended for the Project Alternative Program. Bilingual students without the educational background from their native country and/or bilingual students identified as potential dropouts may be recommended for the PASSES Program. These programs address the needs of the non-graduates of the elementary schools, by providing specially designed classes and giving the students the opportunity to earn their elementary diplomas as well as a sophomore status.

For grades ten through twelve, the disaffected students are repeating levels and/or classes and are identified by Memorial's support personnel as students needing special care. Students with substance abuse problems may be referred to the substance awareness coordinator.

At the twelve grade level, seniors in jeopardy are given special attention to help them improve their academic performance. At Parent's Night, the guidance counselors devote their attention to the parents of the seniors in jeopardy. During the school year, the guidance counselors follow up by contacting these parents and students.

9.2 DROPOUT PROCEDURES

A DROPOUT is defined as "a student who has been in membership during the regular school year and who withdraws from enrollment before graduating from or before completing an equivalent program of studies." At the age of 16, such an individual is considered as having discontinued his/her schooling. When the student decides to leave, the guidance counselor discusses the student's current educational standing and provides the student with information about G.E.D. and alternative programs in the area. Memorial's guidance counselors will provide follow up services on college/post secondary school information, job opportunities or any referrals that are deemed necessary to those students requesting assistance.

9.3 GUIDANCE DEPARTMENTAL MEETINGS

During the course of the school year, the Assistant Principal in charge of Student Personnel Services and some guidance counselors may meet with representatives from every department in Memorial. The supervisor of that department and selected members, as well as guidance counselors attends to share concerns, discuss services and make suggestions about policies and procedures.

9.4 HOME INSTRUCTION POLICY

State requirements

In order for a student to be placed on home instruction he/she must have a temporary health condition which requires individual instruction be provided to the pupil confined to a home or a hospital for at least a two week period of time as determined by the district medical director.

District requirements

A pupil confined to his home because of illness or accident for a period of two weeks or more may require home tutoring. The request for the home tutoring instruction form shall be completed and signed by the pupil's physician who shall state the nature of the illness and indicate the probable length of time the pupil will be absent from school. The form shall be sent to the superintendent of schools. The request shall then be referred to the district medical director for his approval and should it be approved, the superintendent of schools shall make necessary arrangements to provide a tutor. When a pupil is receiving home tutoring, he/she shall be transferred to the school register in the superintendent's office. After the completion of the home tutoring, the school shall be notified as to the date when his/her name is to be re-entered into the school register. All matters regarding home instruction are handled by the Guidance Department.

9.5 HOME INSTRUCTION PROCEDURE

In compliance with state and district policy, Memorial High School utilizes the following procedure for home instruction:

1. The student's guidance counselor submits a doctor's note, the student's cumulative records, schedule and any other pertinent information to the Coordinator of Home Instruction.
2. The Coordinator of Home Instruction reviews all materials, consults with the student and/or parent, prepares tutorial record forms, obtains register data and assigns home instruction personnel. The completed form is sent to the Guidance Office.
3. Teachers are selected to tutor the subjects for whom they are certified. The certified teacher for a particular subject area determines the grade in consultation with the regular classroom teacher.
4. All grades will be submitted to the guidance counselor who will record the grades on the student's records.
5. A list of all students on home instruction will be published on the absentee list.
6. When the student returns, the attendance office and the guidance counselor will be informed.

9.6 HOMEWORK ASSIGNMENTS FOR SHORT TERM ILLNESS

In the event that a student is out of school for a short term illness, the counselor, at the request of the student and parent, will obtain homework assignments for the student. It will be the responsibility of the student and parent to arrange for collection of these assignments from the guidance counselor.

9.7 PROCEDURE FOR DISRUPTIVE STUDENTS

Once a student has been identified as demonstrating disruptive and/or destructive behavior, the following procedure shall be implemented:

The student is sent to the appropriate administrator. The administrator has a conference with the student and parent. The student's guidance counselor is notified. If the problem continues, the administrator will refer the student to the school psychologist who will

have a conference with the student and the parent. The school psychologist will make recommendations for possible schedule changes, alternative programs, or specific interventions. A follow-up will be conducted within a reasonable period of time to monitor the student's improvement or lack of it.

9.8 PROCEDURE FOR THE HANDLING OF SUICIDAL STUDENTS

The immediate situation will be assessed by the school psychologist or social worker for referral to a hospital agency. In the absence of the school psychologist or social worker, the principal and the school nurse will be informed of the situation. The student's guidance counselor will be available until a member from the Child Study Team arrives.

Once the school psychologist or social worker deems that hospital care is imperative, the school administration will be notified and the student's parents/guardians, police authorities, and/or hospital services will be advised of the student's condition. The student and parent(s) will be transported by the appropriate authorities to the hospital facility.

The school psychologist or the district social worker will follow up on the progress of the student by providing counseling once Memorial High School receives notice from the hospital facility that the student is capable of resuming high school studies. The school administration and appropriate personnel will be advised of any further treatment or referral that is necessary for the well-being of the student.

9.9 REFERRAL PROCEDURE TO DISCIPLINARIAN

Any matter related to attendance, permission for absence or extended absence, credits withheld and school obligations will be referred directly to the appropriate disciplinarian of the student for prompt action.

Any matter regarding discipline is not within the jurisdiction of the counselor. The counselor should assess the seriousness of the situation. If it is basically a discipline matter, the student is referred directly to the disciplinarian. If there appears to be a

behavioral difficulty that needs further evaluation, a plan of action will be developed in consultation with the school psychologist.

9.10 REFERRAL PROCEDURE TO OUTSIDE AGENCIES

Any referral to an outside agency regarding the emotional, mental and/or physical well being of a student should be rendered in consultation with the school psychologist. Any referral to an outside agency regarding the academic and/or vocational concerns of the student can be rendered directly by the counselor.

9.11 REFERRAL PROCEDURE TO SCHOOL PSYCHOLOGIST

The school psychologist will handle referrals for any students and will be responsible for the psychological evaluation whenever necessary. In addition, the school psychologist will assist in the counseling services of Special Education students whenever necessary. For all referrals to the school psychologist, each counselor will submit the referral form and a copy of the student's schedule. In return, the counselor will receive a referral acknowledgement.

9.12 REFERRAL TO SOCIAL WORKER

The school social worker will handle referrals for any students and be responsible for the evaluation and follow-up whenever necessary. The school social worker will provide counseling assistance to students on a referral and walk-in basis

9.13 REFERRAL TO SAC

The SAC will handle any and all referrals for students in regards to the violation of the district's alcohol, tobacco, and drug abuse program. The SAC will address the needs and concerns of students, assist with specific program placement, and monitor student progress in specific drug and alcohol related programs.

9.14 COMPREHENSIVE ALCOHOL, TOBACCO, AND DRUG ABUSE PROGRAM

The comprehensive alcohol, tobacco, and drug abuse programs aims to identify, reduce and prevent the use of alcohol, tobacco and other drug abuse through educational and

instructional activities, community outreach and support services. The goals of the comprehensive program include:

- Reduce the use rates of student alcohol, tobacco or other drugs.
- Decrease the incidents of student substance use on school grounds, including at school-sponsored functions or on buses.
- Increase the age of onset of students' first use of alcohol, tobacco or other drugs.
- Identify and reduce the factors that place students at risk for involvement with alcohol, tobacco or other drugs.

Policy 2422/R2422-Health Education: N.J.S.A. 18A:35-1 et seq.; 18A:35-4 et seq.; 18A:40A-1 et seq. N.J.A.C. 6A:7-1.7

Policy 5530/R5530-Substance Abuse: N.J.S.A. 18A:40A-9; N.J.A.C. 6A:16-1.3; 6A:16-4.1

Policy 5600/R5600-Pupil Discipline/Code of Conduct;

Policy 2411/R2411-Guidance & Counseling

Policy 2417/R2417-Pupil Intervention & Referral Services

Policy 2481/R2481-Home or Out-Of-School Instruction for General Education Pupils

9.15 RECORD OF COUNSELING

To keep a more precise record of the guidance counselor's contacts each day, a record of counseling checklist will be utilized in addition to the regular procedures. For each new contact, one or more items may be checked. Some of the items discussed may include:

- College opportunities
- Financial aid, grant, and scholarship opportunities
- Progress of grades
- Attendance
- Discipline concerns
- Volunteer/Internship opportunities
- Career awareness and exploration

- Job placement
- School to work/School to college transition

A comment and/or outcome will be dated, noted, and recorded on the student's folder; the checklist will be filed in the folder. Any additional information can be attached to the checklist and comments can be written on the back of the form. Each counselor is also required to keep a daily log of pupil contacts/appointments and a plan book of presentations activities and programs.

SECTION 10

SCHOOL COMMITTEES

10.1 INTERVENTION AND REFERRAL SERVICES (I&RS)

The I&RS is a school-based team that designs and monitors the implementation of strategies for educating non-classified pupils who are referred because they are experiencing difficulties in their classes. The Intervention and Referral Services team coordinates and/or delivers intervention and referral services for these pupils. The I&RS team consist of the following members:

- Building principal or designee
- School psychologist
- Classroom teacher
- Guidance counselor
- Child Study Team member
- School nurse
- Any other designee as deemed appropriate

STANDARDS:

[Intervention and Referral Services](#)

10.2 504 COMMITTEE

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that students with medical or other disabilities have equal access to an education. Qualified students may receive accommodations and modifications planned by persons knowledgeable about the students, the meanings of evaluation data, and placement and accommodation options.

STANDARDS:

[504 Information](#)

10.3 ANTI-BULLYING

New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of HIB in schools. Provided below are information and resources to aid schools in the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB and the adoption of effective HIB reporting procedures.

STANDARDS:

[Anti-Bullying](#)