

Pine Hill Middle School

Guidance Curriculum

Created by: Elisa M. Di Lolle, M.Ed.
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Spring of Fifth grade into Sixth Grade

5th grade Student Presentations

School counselors provide large and small group presentations focusing on middle school academics, policies, expectations and questions and answers. Each spring session the principal, assistant principal, and school counselors review the above in our school auditorium. Student Council Representatives take the 5th graders on a tour of the building. 5th grade teachers accompany their students to our school.

(Competencies addressed: I. B., II. A.)

Fall of Sixth Grade

Academic Development

Counselors will visit sixth grade classrooms. Counselors will introduce the students to guidance and anti-bullying program. Students have the opportunity to ask questions about courses, and various topics of interest for middle school students. Counselors review grading system, attendance policy and promotion requirements. In addition, counselors will review extracurricular activities offered at PHMS. Counselors will follow up with one-on-one meetings with sixth graders. Focus on getting to know them, goal setting, the role of the middle school counselor, review guidance procedures, student interest, and explore careers. (Competencies addressed: I. A. B.)

Retention Issues

Identify students who are “in danger” after progress report and first marking period grades. “In danger” students are those students who are failing two or more core classes. Attend student conferences or make parent contact. Review strategies for addressing the deficiencies with students. Make students aware of available tutoring services, and provide students with useful study strategies. (Competencies addressed: I. A., I. B., II A., and III.A. VII A., VII. B, VIII. A.)

Parental Involvement

Participate in Parent Conference Night and Back to School Night. Provide the opportunity for parents to discuss their student’s academic progress. Attend individual parent conferences as needed through teacher referral or parental referral. (Competencies addressed: III. A., VII. A. B., VIII. A., IX. A.)

Winter of Sixth Grade

Academic Development

Continue meeting with case load in alpha order. Update on career, goals and academics. (Competencies addressed: I. A. B.)

Learning Awareness

During individual meetings with students discuss future learning goals. Suggest strategies for success in middle school. (Competencies addressed: III. A., IV. A., V. A, B., VI A., B.)

Retention Issues

Identify students who are in danger of failing the sixth grade. These students are categorized by progress report or report cards by failing two or more core classes. Develop a plan for third and fourth marking periods for achieving academic success. Refer the “in danger” students to IRS team, and schedule a parent conference. (Competencies addressed: I. A., I. B., II A., III.A., VIIA., VII. B, VIII. A.)

Spring of Sixth Grade

Academic Development

Meet with case load as needed to review course selections, grades and overall satisfaction with Pine Hill Middle School. (Competencies addressed: I. A. B.)

Retention Issues

Develop a potential summer school and retention list for District Administrators and teacher to review. (Competencies addressed: I. A., I. B., II A., III.A., VII A., VII. B, VIII. A.)

Scheduling

Assist in developing student schedules. Provide suggestions based on social and emotional interaction. (Competencies addressed: I.V. B.)

Sixth Grade on going throughout the year

Intervention Referral System (IRS)

Participate on the IRS Team. Meet with students and teachers to develop a plan for intervention. Involve parents in process. Competencies addressed: I. A. B., II A. B., VII. A. B., VIII. A., IX. A.)

Recognition

Participate in the Student of the Month selection process. (Competencies addressed: I. A.)

Social Development

Refer students on an as needed basis to the Peer Mediation Program. Participate in the Peer Mentoring program through the IRS committee (Competencies addressed: I. A. B., II A.)

Character Education

Participate in anti-bullying programing. (Competencies addressed: II. B., III. A.)

IEP Counseling Services

Provide services as they relate to each individual's IEP. Evaluate student progress at the end of each marking period. (Competencies addressed: II C., III B., IV B.)

CST

Participate in eligibility and re-evaluation meetings. Attend annual reviews and provide counseling goals for students. (Competencies addressed: II C., III B., IV B.)

Fall of Seventh Grade

Academic Development

Counselors will visit seventh grade classrooms and introduce the students to guidance and anti-bullying program. Students have the opportunity to ask questions about courses, and various topics of interest for middle school students. Counselors review grading system, attendance policy and promotion requirements. In addition, counselors will review extracurricular activities offered at PHMS. (Competencies addressed: I. A. B.)

Counselors will follow up with one-on-one meetings with seventh graders. Focus on getting to know them, goal setting, the role of the middle school counselor, review guidance procedures, student interest, and explore careers. (Competencies addressed: I. A. B.)

Retention Issues

Identify students who are “in danger” after progress report and first marking period grades. “In danger” students are those students who are failing two or more core classes. Attend student conferences or make parent contact. Review strategies for addressing the deficiencies with students. Make students aware of available tutoring services, and provide students with useful study strategies. (Competencies addressed: I. A., I. B., II A., and III.A. VII A., VII. B, VIII. A.)

Parental Involvement

Participate in Parent Conference Night and Back to School Night. Provide the opportunity for parents to discuss their student’s academic progress. Attend individual parent conferences as needed through teacher referral or parental referral. (Competencies addressed: III. A., VII. A. B., VIII. A., IX. A.)

Winter of Seventh Grade**Academic Development**

Continue meeting with case load in alpha order. Update on career, goals and academics. (Competencies addressed: I. A. B.)

Learning Awareness

During individual meetings with students discuss future learning goals. Suggest strategies for success in middle school. (Competencies addressed: III. A., IV. A., V. A, B.,VI A., B.)

Retention Issues

Identify students who are in danger of failing the seventh grade. These students are categorized by progress report or report cards by failing two or more core classes. Develop a plan for third and fourth marking periods for achieving academic success. Refer the “in danger” students to IRS team, and attend parent conferences. (Competencies addressed: I. A., I. B., II A., III.A., VIIA., VII. B, VIII. A.)

Spring of Seventh Grade

Academic Development

Meet with case load as needed to review course selections, grades and overall satisfaction with Pine Hill Middle School. Identify any students who may qualify for advanced placement services. Identify any student who may qualify for advanced placement services. (Competencies addressed: I. A. B.)

Retention Issues

Develop a potential summer school and retention list for District Administrators and teacher to review. (Competencies addressed: I. A., I. B., II A., III.A., VII A., VII. B, VIII. A.)

Summer of Seventh Grade

Educational Development

Identify parents and students regarding additional assistance in academics – 7th into 8th grade. (Competencies addressed: I. A. B., II. A. B. III. A., VI. A. B., VII. A. B.)

Seventh Grade on going throughout the year

Intervention Referral System (IRS)

Participate on the IRS Team. Meet with students and teachers to develop a plan for intervention. Involve parents in process. Competencies addressed: I. A. B., II A. B., VII. A. B., VIII. A., IX. A.)

Recognition

Participate in the Student of the Month selection process. (Competencies addressed: I. A.)

Social Development

Refer students on an as needed basis to the Peer Mediation Program. Participate in the Peer Mentoring program through the IRS committee (Competencies addressed: I. A. B., II A.)

Character Education

Participate in anti-bullying programing. (Competencies addressed: II. B., III. A.)

IEP Services

Provide services as they relate to each individual's IEP. Evaluate student progress at the end of each marking period. (Competencies addressed: II C., III B., IV B.)

CST

Participate in eligibility and re-evaluation meetings. Attend annual reviews and provide counseling goals for students. (Competencies addressed: II C., III B., IV B.)

Fall of Eighth Grade

Academic Development

Counselors will visit eighth grade classrooms and introduce the students to the guidance department. Students have the opportunity to ask questions about courses, and various topics of interest for middle school students. Counselors review grading system, attendance policy and promotion requirements. In addition, counselors will review extracurricular activities offered at PHMS. (Competencies addressed: I. A. B.)

Counselors will follow up with one-on-one meetings with eighth graders. Focus on reacquainting, goal setting, the role of the middle school counselor, review guidance procedures, student interest, and explore careers and secondary education options. (Competencies addressed: I. A. B.)

Retention Issues

Identify students who are “in danger” after progress report and first marking period grades. “In danger” students are those students who are failing two or more core classes. Attend student conferences or make parent contact. Review strategies for addressing the deficiencies with students. Make students aware of available tutoring services, and provide students with useful study strategies. (Competencies addressed: I. A., I. B., II A., and III.A. VII A., VII. B, VIII. A.)

Parental Involvement

Participate in Parent Conference Night and Back to School Night. Provide the opportunity for parents to discuss their student’s academic progress. Attend individual parent conferences as needed through teacher referral or parental referral. (Competencies addressed: III. A., VII. A. B., VIII. A., IX. A.)

Winter of Eighth Grade

Academic Development

Continue meeting with case load in alpha order. Update on career, goals and academics. (Competencies addressed: I. A. B.)

Learning Awareness

During individual meetings with students discuss future learning plans. Suggest strategies for success in middle school. (Competencies addressed: III. A., IV. A., V. A, B., VI A., B.)

Retention Issues

Identify students who are in danger of failing the eighth grade. These students are categorized by progress report or report cards by failing two or more core classes. Develop a plan for third and fourth marking periods for achieving academic success. Refer the “in danger” students to IRS team attend parent conferences. (Competencies addressed: I. A., I. B., II A., III.A., VIIA., VII. B, VIII. A.)

Spring of Eighth Grade

Academic Development

Meet with case load as needed to review course selections, grades and overall satisfaction with Pine Hill Middle School. Identify any student who may qualify for advanced placement services. (Competencies addressed: I. A. B.)

Retention Issues

Develop a potential summer school and retention list for District Administrators and teacher to review. (Competencies addressed: I. A., I. B., II A., III.A., VII A., VII. B, VIII. A.)

Eighth Grade on going throughout the year

Intervention Referral System (IRS)

Participate on the IRS Team. Meet with students and teachers to develop a plan for intervention. Involve parents in process. Competencies addressed: I. A. B., II A. B., VII. A. B., VIII. A., IX. A.)

Recognition

Participate in the Student of the Month selection process. (Competencies addressed: I. A.)

Social Development

Refer students on an as needed basis to the Peer Mediation Program. Participate in the Peer Mentoring program through the IRS committee (Competencies addressed: I. A. B., II A.)

Character Education

Participate in anti- bullying program. (Competencies addressed: II. B., III. A.)

IEP Counseling Services

Provide services as they relate to each individual's IEP. Evaluate student progress at the end of each marking period.

(Competencies addressed: II C., III B., IV B.)

CST

Participate in eligibility and re-evaluation meetings. Attend annual reviews and provide counseling goals for students. (Competencies addressed: II C., III B., IV B.)

6th Grade Guidance Overview

September

Guidance Presentations
Review IEPs and Create Schedule
Back to School Night

October

Continue Individual Meetings
Safe Schools Presentations

November

Follow up progress reports and concerns
Evaluate IEP students' progress
Parent Conferences

December

Continue meeting with students
Identify students in danger of failing

January

Evaluate IEP student progress
Continue individual Meetings

February

Continue Individual Meetings
Anti-bullying Survey

March

Follow meetings for report cards
Prepare for NJASK

April

Prepare for NJASK
Meet with in danger students
Evaluate IEP students' progress
IEP Annual Reviews

May

NJASK & Make-ups
Follow up with students in danger of failing 6th grade
IEP Annual Reviews

June

IEP Annual Reviews
Evaluate IEP student progress
Write IEP counseling goals for the following year

7th Grade Guidance Overview

September

Guidance Presentations
Review IEPs and Create Schedule
Back to School Night

October

Continue Individual Meetings
Safe Schools Presentations

November

Follow up progress reports and concerns
Evaluate IEP students' progress
Parent Conferences

December

Continue meeting with students
Identify students in danger of failing

January

Continue Individual Meetings
Evaluate IEP students' progress

February

Continue Individual Meetings
Anti-bullying Survey

March

Follow meetings for report cards
Prepare for NJASK

April

Prepare for NJASK
Meet with in danger students
Evaluate IEP students' progress

May

NJASK & Make-ups
Follow up with students in danger of failing 7th grade
IEP Annual Reviews

June

IEP Annual Reviews
Evaluate IEP student progress
Write IEP counseling goals for the following year

8th Grade Guidance Overview

September

Guidance Presentations
Review IEPs and Create Schedule
Back to School Night

October

Individual Guidance Meetings
Meet with at risk students
Safe Schools Presentation

November

Parent Conferences
Meet with at risk students
Evaluate IEP students' progress

December

Teacher recommendations for going into 9th grade
Parent receives recommendations and course selection timeline
Meet with at risk students

January

Course Selection Month
Presentations about HS Course selection
High School course selection evenings
Individual guidance meetings for course selection
Meet with at risk students
Evaluate IEP students' progress

February

Individual guidance meetings for course selection
Parent conferences
Meet with at risk students
Anti-bullying survey

March/April

Prepare for NJASK8
NJASK8
Meet with at risk students
Evaluate IEP students' progress

May

Individual meetings for level changes
Career presentations
Meet with at risk students
IEP Annual Reviews
Evaluate IEP student progress

June

Schedule change deadline June 15

Meet with at risk students

Evaluate student IEP student progress

Write goals for the following year