

Pine Hill Middle School

# Guidance Curriculum

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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 5<sup>th</sup> graders on a tour of the building. 5<sup>th</sup> 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 – 7<sup>th</sup> into 8<sup>th</sup> 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 programming. (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

Revised: December 18, 2012