

# **Salmon River Central School District**

## **Comprehensive Guidance Plan**

**2015 – 2017**

## **District Mission Statement**

The Salmon River Central School District values academic achievement, cultural diversity, and celebrates individuality within a safe, supportive learning environment.

## **Comprehensive Guidance Mission Statement**

Our mission for Salmon River Central School District is to provide a comprehensive school counseling program which values academic achievement, cultural diversity, and supports students in developing their individual pathway to college and career readiness.

The format follows the suggested outline for implementing the Commissioner's Regulation 100.2(III), as communicated by the New York State Education Department, Division of Student Development and Family Support Services.

## **Description of Salmon River Central School District Guidance Services**

Guidance services at Salmon River Central School District are concerned with the educational and vocational direction of students as well as their overall adjustment in the school setting. The counselors create an atmosphere in which the students can deal openly and effectively with problems which prevent students from functioning to the best of their ability. By being involved in the whole school program, the counselors are able to advise staff and affect changes in the educational program that will meet the needs of all students.

The counselors at Salmon River Central School District believe that all individuals have a right to equality of opportunity regardless of their sex, religion, color, national origin, or handicapping condition. The counselors are committed to breaking down all barriers based upon such extraneous and destructive considerations. Our services are readily available to all students and all students are encouraged to set goals for themselves based solely upon their own interests and abilities.

## Responsibilities and Job Functions

### **Academic Counseling, Planning, and Assistance –**

1. Counsel students on resolving issues which interfere with academic success.
2. Assist in activities involved in orientation of students from elementary school to the middle school and from the middle school to the high school.  
Assist teachers and participate in group guidance activities.
3. Assist teachers with student problems that develop in the classroom
4. Counsel individuals on educational and vocational plans and on social-emotional problems affecting achievement and school adjustment with particular attention to students whose progress is affected by economic or cultural deprivation.
5. Make referrals to other pupil personnel staff members and community agencies when this type of treatment is indicated
6. Participate in regular Instructional Support Team meetings.  
Assure that meetings are held on students in need of improved academic achievement.  
Formulate new programs to assist students in danger of failing or those who exhibit attendance problems.

### **Communication and Community Service –**

1. Interpret the guidance program to the staff and to the public.
2. Communicate testing results and academic progress to parents/guardians on a regular basis.
3. Assist with coordination of services for those students who are involved with multiple agencies.

### **Other Responsibilities-**

1. Assist administrator and staff in curriculum planning.
2. Maintain a cumulative record for each student containing basic information about home background, aptitudes, abilities, achievement and other material pertinent to school adjustment.
3. Assist with the testing program in the school.
4. Assist in compiling lists of students in need of remediation and intensive AIS services.

## Staff Listing:

### District:

Superintendent – Jane Collins  
Director of Instruction – Angela Robert  
Director of Pupil Personnel – Allen Gravell

### St. Regis Mohawk School:

Principal – Sharlee Thomas  
Guidance Counselor – Darlene Adams  
Home School Coordinator – Ellen Cook  
Instructional Support – Debbie Hammill, Shelley Phillips

### Salmon River Elementary:

Principal – Kevin Walbridge  
Guidance Counselor – Leigh Oakes  
Home School Coordinator – Leigh Oakes  
Instructional Support – Sarah Craig, Danielle French

### Salmon River Middle School:

Principal – Tammy Russell  
Guidance Counselor – Donna Herne  
Home School Coordinator – Tim Cook  
Instructional Support – Danielle Chapman, Teresa VanDunk

### Salmon River High School:

Principal – Michael Warden  
Guidance Counselor – Rachelle Garrow-Hayes, Andrea Martin  
Home School Coordinator – Tim Cook  
Instructional Support – Alison Benedict, Kimberly Forkey

## St. Regis Mohawk School

**Program Objective:** The program prepares students to participate effectively in their current educational program.

**Expected Outcome:**

1. Student will maintain achievement levels appropriate to their ability and maturity.
2. Students will maintain a noticeable interest and effort in their school work.
3. Students will demonstrate interpersonal communications and problem solving skills appropriate to their grade level.

**Method of Evaluation:**

1. Student achievement will be measured by criterion and norm referenced tests. Report cards will document achievement every quarter.
2. Student motivation and effort will be noted by the classroom teacher and documented on report cards every quarter.
3. Student interpersonal communication and problem solving skills will be noted by the classroom teacher and other school personnel.

**Program Description:**

| Activity   | Target Group   | Staff Assigned                             | Other Resources              | Timeframe                       |
|--|----------------|--|------------------------------|---------------------------------|
| Program of Study – Common Core Curriculum and NYS Modules  | PK-5           | Teacher<br>Instructional Support Staff     | Common Core Modules          | Ongoing                         |
| Student will begin cumulative record to follow their progress thru school.   | PK-New Student | Classroom Teacher                          | Counselor                    | September<br>On-going           |
| Instruction about study skills, appropriate classroom behavior, teacher expectations for academic achievement, information regarding state and local testing, and grading policy | PK-5           | Classroom Teacher<br>Special Area Teachers | Counselor<br>AIS, IST, Staff | September<br>On-Going           |
| Pupil/teacher conferences concerning achievement, effort and classroom behavior  | PK-5           | Classroom Teacher                          |                              | Quarterly<br>As Needed          |
| Parent/Teacher Conference to address concerns with achievement, effort, and classroom behavior.  | PK-5           | Classroom Teacher<br>Special Area Teachers | Faculty                      | At 10 and 30 weeks<br>As needed |
| New entrant (out of state) will be screened to determine academic placement  | PK-5           | Counselor                                  | Principal                    | As needed                       |
| Individual guidance or instruction regarding coping skills, interpersonal skills (ie., death, divorce, social skills)  | PK-5           | Counselor                                  |                              | As needed                       |
| Teachers track progress; report cards distributed every 10 weeks   | PK-5           | Teacher                                    | School Tool<br>Report Card   | Quarterly                       |

**Program Objective: The program prepares students to participate effectively in their future educational program.**

**Expected Outcomes:**

1. Student will demonstrate continuous academic achievement as they progress through elementary school.
2. Students' subject and grades accomplishments will increase or remain the same as the student progress through the grades.
3. Students receiving AIS instruction will make progress in the deficient areas.
4. Students will become aware of academic and behavioral expectations as they progress to the next grade.

**Method of Evaluation:**

1. Student achievement will be assessed and reported quarterly on report cards.
2. Annual AIS evaluation of student progress
3. Students will experience a motivation and positive transition to the next grade based on staff and administrative assessment.

**Program Description:**

| <b>Activity:</b>   | <b>Target:</b>                            | <b>Staff Assigned:</b>                       | <b>Other Resources:</b>                                   | <b>Timeframe:</b>     |
|--|---|--|---|-----------------------|
| Pre-Kindergarten and Kindergarten screening  | Incoming PK-K students                    | Classroom Teacher<br>Speech/Language Teacher | Dial 3  | June                  |
| Standardized Testing   | PK-5                                      | Classroom Teacher                            | Principal, CSE., AIS                                      | April/May             |
| Remedial Testing   | PK-5                                      | Classroom Teachers<br>Remedial Teachers      | Principal, Special Education Staff, CSE, AIS              | On- Going             |
| Teacher/Parent Conferences for orientation to placement in remedial programs         | PK-5                                      | Classroom Teachers<br>Remedial Teachers      | Principal, Counselor<br>CSE, AIS, test data, Report Cards | September<br>On-Going |
| Sixth grade course selection   | 5   | MS Counselor                                 | Counselor<br>School Tool                                  | May                   |
| Moving Up Day  | PK-4                                      | Classroom Teacher                            | Teacher for next year                                     | June                  |
| Open House   | PK-5                                      | All Faculty                                  | Support Staff   | September             |
| Sixth grade Orientation  | 5   | Classroom Teachers                           | Middle School Staff                                       | May                   |
| College and career awareness (college of the month, bulletin boards, guest speakers) | PK-5                                      | Home School Coordinator<br>Principal         | National Elementary Honor Society members                 | Monthly               |
| College Visit  | National Elementary Honor Society Members | NEHS Advisor                                 | Teachers<br>Principal                                     | May                   |

**Program Objective: The program will help students who exhibit poor attendance.**

**Expected outcomes:**

1. Students will attend regularly as a result of attendance services.
2. Parents will cooperate with the school to ensure regular attendance of students.

**Method of Evaluation:**

1. Improved student attendance will be assessed by monthly and year end reports.

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>                        | <b>Other Resources</b>                          | <b>Timeframe</b>  |
|--|---------------------|--|---|-------------------|
| Daily Attendance Reporting   | PK-5                | Classroom Teacher                            | Attendance Personnel                            | Daily             |
| Phone call to parents for every absence                                    | PK-5                | Automated Phone call                         | Principal<br>Attendance Personnel               | Daily             |
| Written communication to parent/Guardian regarding excessive absences      | PK-5                | Attendance Personnel<br>Principal            | Attendance Personnel                            | As Needed         |
| Parent/Teacher Conference to address attendance concerns                   | PK-5                | Classroom Teacher<br>Principal<br>Counselor  | Attendance Personnel<br>Home School Coordinator | On- Going         |
| Students who continue to exhibit poor attendance will receive a home visit | PK-5                | Home School Coordinator                      | Attendance Personnel                            | On-Going          |
| Attendance Incentives (monthly and end of year )                           | PK-5                | Classroom Teacher<br>Home School Coordinator | Attendance personnel<br>Principal               | Monthly<br>Yearly |

**Program Objective: The program helps students who exhibit academic problems.**

**Expected outcomes:**

1. Students will improve classroom work and homework.
2. Student report card grades will improve.

**Method of Evaluation:**

1. Improvement of students' classroom and homework will be assessed by observation of the classroom teacher.
2. Improvement of students report card grades will be noted quarterly report cards.

**Program Description:**

| <b>Activity</b>   | <b>Target Group</b> | <b>Staff Assigned</b>                                       | <b>Other Resources</b>                  | <b>Timeframe</b> |
|---|---------------------|---|---|------------------|
| Pupil/ Teacher Conference for students identified as failing or underachieving In the classroom | PK-5                | Classroom Teacher   | Principal<br>Counselor                  | On-Going         |
| Building Team Referral for students experiencing major difficulties in the classroom            | PK-5                | Team Members<br>Classroom Teacher                           | Resource<br>Speech/ Language<br>AIS, RR | As Needed        |
| Parent/Teacher Conference to address academic concerns  | PK-5                | Classroom Teacher   | Principal, AIS                          | As Needed        |
| Referral to CSE for evaluation  | Individual basis    | Classroom Teacher   | Principal<br>Building team members      | As Needed        |
| Academic Intervention Services for students identified as underachieving in the classroom       | PK-5                | Classroom Teacher<br>Teacher Aides<br>Instructional Support |   | On-Going         |



**Program Objective: The program helps students who exhibit behavioral or adjustment problems.**

**Expected outcomes:**

1. Improved student behavior.
2. Improved student adjustment to school.
3. Development of positive classroom friendships.

**Annual Assessment:**

1. Improved student behavior will be assessed by the reduction of reported disciplinary problems.
2. Improved student adjustment to school will be noted by the classroom teacher and school staff.
3. Development of classroom friendships will be noted by the classroom teacher.

**Program Description:**

| <b>Activity</b>   | <b>Target Group</b> | <b>Staff Assigned</b>                          | <b>Other Resources</b>                | <b>Timeframe</b> |
|---|---------------------|--|---------------------------------------|------------------|
| Classroom instruction regarding appropriate school behavior, expectations and rules       | PK-5                | Classroom Teacher<br>Special Area Teacher      | Principal, Aides,<br>Counselor        | On-Going         |
| Teacher/Pupil Conference for students exhibiting behavior or adjustment problems          | PK-5                | Classroom and Special Area Teachers            | Principal Counselor                   | On-Going         |
| Parent/Teacher Conferences  | PK-5                | Classroom Teacher                              | Principal Counselor                   | On-Going         |
| Individual/Group Counseling for students who exhibit inappropriate or adjustment problems | PK-5                | Counselor                                      | Psychologist                          | On-Going         |
| Referral to outside agencies of students who have behavioral concerns                     | PK-5                | Classroom Teacher<br>Psychologist<br>Counselor | Appropriate outside agency            | On-Going         |
| Referral to Building Team   | PK-5                | Classroom Teacher                              | Principal<br>Building Team<br>Members | On-Going         |

**Program Objective: The program encourages parental involvement.**

**Expected Outcomes:**

1. Parental involvement will include the awareness and support of educational programs and goals established for their child.
2. A satisfactory level of parent initiated contact with teachers and other school personnel.
3. Parents will have an understanding of school services and programs provided for the well-being and personal development of their child.

**Method of Assessment:**

1. Assessment of parent conferences.
2. Teacher/Counselor observations of parent conferences.
3. Parental feedback.

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b>             | <b>Staff Assigned</b>  | <b>Other Resources</b>          | <b>Timeframe</b>                           |
|--|---------------------------------|--|---------------------------------|--|
| Parent/Teacher Conferences   | PK-5                            | Teachers   | Principal<br>Counselor<br>Staff | 10 and 30 week marking period<br>As needed |
| School/Parent communications:<br>Report Card/newsletters; informal<br>communications   | All Parents of<br>PK-5 Students | Faculty<br>Principal   | Nurse                           | On - Going                                 |
| Open House   | PK-5                            | All Faculty  |                                 | September                                  |
| Report Card distribution   | Pk-5                            | Teachers   | Special Area Teachers           | Quarterly                                  |
| Progress Report distribution   | PK-5                            | Teachers   | Special Area Teachers           | 5, 15, 25, & 35 weeks                      |
| Parent Teacher Organization  | PK-5                            | Home School Coordinator  |                                 | On-Going                                   |
| Newsletter mailed to all parents in the<br>District  | PK-5                            | Secretarial Staff  |                                 | Quarterly                                  |
| Parental engagement activities; Student<br>appreciation day, Class Olympics, Family<br>Literacy nights, Book Fair, Academic<br>Carnival, Student of the Month Assembly | PK-5                            | Administration<br>Teachers<br>Home School Coordinator<br>Staff | Staff                           | On-Going                                   |

**Program Objective: The program educates students concerning Bullying and other concerns**

**Expected Outcomes:**

1. Students will have the ability to recognize potentially dangerous situations; to identify their feelings when personal safety is threatened; to identify someone in whom they can safely confide their feelings.
2. As appropriate for older children to be aware of bullying as a criminal offence
3. Students will be aware of the problems concerning bullying and how to deal with these issues.

**Method of Evaluation:**

1. Teacher/Counselors observation and evaluation of the student’s ability to avoid bullying practices.

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>                       | <b>Other Resources</b> | <b>Timeframe</b>                |
|--|---------------------|---|------------------------|---------------------------------|
| Classroom meetings and discussion on bullying  | PK-5                | Classroom Teacher                           | Staff<br>Counselor     | September-November<br>As Needed |
| Individual or small group counseling to deal with bullying issues                            | PK-5                | Counselor                                   |                        | As Needed                       |
| Kick Off Assembly  | PK-5                | Principal<br>Teachers                       | Staff                  | September                       |
| Book of the month-based on behavior traits   | PK-5                | Teachers<br>Librarian                       | Staff                  | Monthly                         |
| Student of the month; in addition to academics students are chosen based of character traits | PK-5                | Classroom Teachers<br>Special Area Teachers | Staff                  | Monthly                         |
| Presenters throughout the year on topics such as respect, perseverance, and kindness         | PK-5                | Principal<br>Home School Coordinator        | Staff                  | On-Going                        |

## Salmon River Elementary

**Program Objective:** The program will prepare students to participate effectively in their current and future educational program.

**Expected Outcomes:**

1. Students will maintain achievement levels appropriate to their ability
2. Students will demonstrate continuous academic achievement as they progress through elementary school
3. Students receiving AIS instruction will make progress in the deficient areas

**Method of Evaluation:**

1. These activities will be assessed in June, on a quarterly basis, on an as needed basis, or throughout the year.

**Program Description:**

| Activity  | Target Group       | Staff Assigned                         | Other Resources   | Timeframe                        |
|---|--------------------|--|---|----------------------------------|
| Program of study - Common Core curriculum and modules as provided by NYS  | PK - 5             | Teacher<br>Instructional Support Staff | Common Core Modules   | Ongoing                          |
| Students will begin a cumulative record to follow their progress through school   | Incoming<br>PK – K | Teacher<br>Counselor                   | Cumulative folder   | September<br>Ongoing             |
| Group guidance or instruction about study skills, interpersonal skills, appropriate classroom behavior, teacher expectations for academic achievement, information regarding state and local testing, and grading policies. | PK - 5             | Teacher<br>Counselor                   | Classroom rules, rituals and routines, state/local testing schedule | As needed                        |
| Individual guidance or instruction regarding social skills  | PK - 5             | Counselor                              |   | As needed                        |
| Regularly scheduled parent teacher conference concerning achievement, effort, and classroom behavior  | PK - 5             | Teacher<br>Counselor                   |   | 10 weeks, 30 weeks,<br>As needed |

|  |                 |                                       |   |                                     |
|--|-----------------|---------------------------------------|---|-------------------------------------|
| Teacher compiles and analyzes student data to track progress. Report cards distributed every 10 weeks.               | PK - 5          | Teacher                               | School Tool, report card, cumulative folder | Quarterly                           |
| Every out of state new entrant will be screened to determine academic placement.                                     | Pk - 5          | Counselor                             | Terra Nova 3                                | As needed                           |
| Teacher/parent/administrator conference for students who are at risk of repeating a grade                            | PK - 5          | Teacher<br>Counselor<br>Administrator | Report Card, NYS assessments, STAR data     | As needed                           |
| Parent/student/teacher orientation will be provided to students entering pre-kindergarten, kindergarten, and grade 6 | PK - 5          | Administrator<br>Teacher<br>Counselor | Teachers<br>Support Staff                   | PK – K – August<br>Gr. 6 – May/June |
| 6 <sup>th</sup> Grade course selection   | Grade 5         | MS Counselor                          |   |                                     |
| Report card review   |                 | Teacher<br>Administrator<br>Counselor | Progress card                               | Ongoing                             |
| Backpack program   | PK - 5          | Counselor                             | Citizen's Advocates in Malone               | Ongoing                             |
| PK and K screening   | Incoming PK & K | Teachers<br>Speech                    | Dial 3                                      | Spring                              |

**Program Objective: The school will monitor student attendance**

**Expected Outcomes:**

1. Students will regularly attend school
2. Parents will ensure regular attendance

**Method of Evaluation:**

1. Ongoing evaluation of all student attendance throughout the school year.

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>  | <b>Other Resources</b>                                 | <b>Timeframe</b> |
|--|---------------------|--|--|------------------|
| Attendance   | PK - 5              | Principal<br>Teacher<br>Counselor<br>Home School Coordinator | District Comprehensive<br>Student Attendance<br>Policy | Ongoing          |
| Attendance incentives for perfect and outstanding attendance | PK – 5              | Principal<br>Secretary                                       | School Tool  | Ongoing          |
| Phone call to parents for every absence                      | PK - 5              | Principal  | “One Call  | Ongoing          |
| Letters mailed home to parents                               | PK – 5              | Principal  | School Tool  | Ongoing          |

**Program Objective: The program will help students who exhibit academic problems.**

**Expected Outcomes:**

1. Students will demonstrate improved classroom work, homework, report card grades indicating improved classroom based achievement

**Method of Evaluation:**

1. Review of report cards, progress reports, STAR data, running records and NYS exams, if applicable

**Program Description:**

| <b>Activity</b>                                    | <b>Target Group</b> | <b>Staff Assigned</b>                              | <b>Other Resources</b> | <b>Timeframe</b>   |
|--|---------------------|--|------------------------|--------------------|
| Academic intervention services                     | K – 5               | Teachers<br>Staff                                  | Rti Plan               | Ongoing            |
| Provide different interventions to assist students | PK – 5              | Instructional Support Team<br>Principal            | Rti Plan               | Ongoing            |
| Retention conference                               | K – 5               | Teacher<br>Principal                               |                        | Spring             |
| Referral to the Committee for Special Education    | PK – 5              | Instructional Support Team<br>Principal<br>Teacher | Rti Plan               | Ongoing            |
| Parent teacher conferences                         | PK-5                | Teacher  |                        | 10 weeks, 30 weeks |
| Red Ribbon Week                                    | Pk – 5              | Counselor<br>SRMT<br>ACDP                          |                        | October            |

**Program Objective: Our staff will help students who exhibit behavioral or adjustment problems.**

**Expected Outcomes:**

1. Fewer discipline referrals
2. Positive classroom environment

**Method of Evaluation:**

1. Review of student referrals and teacher/counselor/parent recommendations based on student behavior

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>                                | <b>Other Resources</b>        | <b>Timeframe</b>     |
|--|---------------------|--|-------------------------------|----------------------|
| Review student expectations and rules                                | PK – 5              | Principal<br>Teacher                                 | SRE Code of Conduct<br>OLWEUS | September<br>Ongoing |
| Individual/Group Counseling  | PK – 5              | Counselor<br>Psychologist<br>Mental Health Counselor |                               | As needed            |
| Provide individual counseling to students who suffer from abuse      | PK – 5              | Counselor<br>Psychologist<br>Mental Health Counselor |                               | As needed            |
| 6 <sup>th</sup> Grade orientation for 5 <sup>th</sup> grade students | Grade 5             | Middle School<br>Elementary counselor                | SRMT ACDP                     | Spring               |
| Classroom discussion on appropriate behavior                         | PK – 5              | Teacher  | OLWEUS                        | Ongoing              |
| Teacher/student conference   | PK – 5              | Teacher  | OLWEUS                        | As needed            |
| Referral to outside agencies   | PK – 5              | Principal<br>Counselor<br>Psychologist               |                               | As needed            |



**Program Objective 5: Parent Involvement is an important part of a student’s success in school.**

**Expected Outcomes:**

1. Parental involvement will include the awareness and support of educational programs and goals established for the student
2. Parents will review their child’s planner on a regular basis in order to ensure their child is completing daily assignments
3. Parents will read with their child every night

**Method of Evaluation:**

1. Feedback from parents on various activities. Students will regularly meet their book goal.

**Program Description:**

| <b>Activity</b>                                 | <b>Target Group</b> | <b>Staff Assigned</b>  | <b>Other Resources</b>  | <b>Timeframe</b>              |
|---|---------------------|--|---|-------------------------------|
| Parent involvement                              | PK – 5              | Principal<br>Teachers<br>Counselor<br>Academic Intervention Service<br>Providers | Title I School Parent<br>Involvement Policy<br>SRE Student Handbook | Ongoing                       |
| Report card/progress report distribution        | PK – 5              | Teachers   | School Tool   | 5 wks, 15 wks, 25 wks, 35 wks |
| Student Handbook                                | PK – 5              | Teachers   |   | September                     |
| Open House                                      | PK – 5              | Principals<br>Teachers<br>Counselor<br>Support Staff                             |   | September                     |
| PTO student appreciation day, class<br>Olympics | PK – 5              | Teachers   |   | Fall, Spring                  |
| Family Literacy Nights                          | PK – 5              | Teachers<br>Innovative Approaches to<br>Literacy Committee                       | IAL Grant   | Monthly                       |
| Phone calls to parents on important<br>events   | PK – 5              | Administration   | One Call  | As needed                     |
| Parent engagement activities, book fair         | PK – 5              | Administration<br>Teachers   | Title I   | Ongoing                       |
| Informal communication (emails)                 | PK – 5              | Teachers<br>Counselor  | SRE Website, student<br>planner                                     | As needed                     |

**Program Objective: Our school will educate all students on bullying.**

**Expected Outcomes:**

1. A reduction in the number of referrals from year to year
2. A positive school climate

**Method of Evaluation:**

1. Our school will record data on referrals throughout the year.
2. We will also administer a survey on bullying to students in grades 3-5, analyze results, and make changes where necessary

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>  | <b>Other Resources</b> | <b>Timeframe</b> |
|--|---------------------|------------------------|------------------------|------------------|
| Classroom meetings and discussion on bullying                                    | PK – 5              | Teacher                | OLWEUS                 | Ongoing          |
| Individual/group counseling  | PK – 5              | Counselor              |                        | As needed        |
| Kickoff Assembly   | PK – 5              | Principal              |                        | September        |
| Presenters throughout the year on topics such as respect, perseverance, kindness | PK – 5              | Principal<br>Staff     |                        | Ongoing          |
| Book of the Month  | PK – 5              | Teachers<br>Librarians |                        | Ongoing          |
| Top Shamrock   | PK – 5              | PTO                    |                        | Monthly          |

**Program Objective: Our building will introduce students to college and career options.**

**Expected Outcomes:**

1. 4<sup>th</sup> and 5<sup>th</sup> grade students will be familiar with different careers
2. 4<sup>th</sup> and 5<sup>th</sup> grade students will be introduced to the college application process, different process, different areas of study, and learn what they can do in elementary school, middle school, and high school to prepare for college

**Method of Evaluation:**

1. Our 4<sup>th</sup> and 5<sup>th</sup> grade students will be exposed to post-secondary education opportunities as well as various careers in the area

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b> | <b>Staff Assigned</b>           | <b>Other Resources</b>        | <b>Timeframe</b> |
|--|---------------------|---------------------------------|-------------------------------|------------------|
| Introduction to college and careers for 4 <sup>th</sup> and 5 <sup>th</sup> grade students | Grades 4 & 5        | Guidance counselor<br>Principal | Local businesses and colleges | Ongoing          |

## Salmon River Middle School

**Program Objective - To facilitate effective home/school communication to monitor student progress on a consistent basis.**

**Expected Outcomes:**

1. Parents will be kept informed of student progress throughout the school year in a timely fashion.
2. Parent contacts will be made in the event of failure, excessive absenteeism, or disruptive incidences.
3. Parents will be kept informed of events and programs for which SRM students are eligible

**Method of Evaluation:**

1. Parent/Student feedback
2. Counselor notes and observations
3. Parent Contact Logs

**Program Description:**

| Activities   | Target Group  | Staff Assigned                  | Other Resources                             | Timeframe                                 |
|--|---|---------------------------------|---|---|
| Report Card Conferences  | All Parents of 6 – 8 <sup>th</sup> grade students                   | Guidance Counselor<br>Principal | Teachers                                    | Early Fall and Early Spring               |
| Progress Reports   | All Students  | Guidance Counselor              | Principal<br>Clerical Staff                 | Every 5 weeks                             |
| Parent/Teacher/Student Conference  | Students who have been identified by teachers to be struggling      | Guidance Counselor              | Principal<br>Teachers                       | Ongoing as needed                         |
| Notify parents of potential failure by mail  | All students with below 65% in a core academic subject              | Guidance Counselor              | Principal<br>Clerical Staff                 | By the end of the 25 week progress report |
| Retention Conferences  | Students identified to be in danger of failing a class for the year | Guidance Counselor              | Principal                                   | By the end of the 30 week report card     |
| Publish and distribute a Guidance Newsletter to be mailed home with either the District Newsletter or Report Cards   | All parents and students  | Guidance Counselor              | Clerical Staff                              | Quarterly                                 |
| Assist parents in helping their students be successful through planners, phone calls, or regular communication with teachers. If necessary, refer parents to | All students and parents who experience difficulties                | Guidance Counselor              | Principal<br>Teachers<br>Community Agencies | Ongoing as needed                         |

|  |  |  |  |  |
|--|--|--|--|--|
| appropriate community agencies for additional services |  |  |  |  |
|--|--|--|--|--|

**Program Objective - To help students and parents, new to Salmon River Middle School, gain information and become familiar with the educational program at the middle school.**

**Expected Outcomes:**

1. New students will be placed in appropriate educational programs and adjust to SRMS as soon as possible.
2. Parents of new students will be aware of the educational programs and services offered at SRMS.

**Method of Evaluation:**

1. Counselor observation and Teacher feedback.
2. Parent/Student feedback
3. Records review

**Program Description:**

| <b>Activities</b>   | <b>Target Group</b>          | <b>Staff Assigned</b> | <b>Other Resources</b> | <b>Timeframe</b> |
|---|------------------------------|-----------------------|------------------------|------------------|
| Registration of new students and initial meeting with parent/guardian   | All new students             | Guidance Counselor    | Clerical Staff         | Ongoing          |
| Distribution of pertinent information for new students and parents such as website information and School Tool Parent Portal, school calendar, and district newsletter  | All new students and parents | Guidance Counselor    | Clerical Staff         | Ongoing          |
| Coordinate a new student orientation program to help new students access services, get information, and problem solve how to improve the new student experience at SRMS | All new students             | Guidance Counselor    | Instructional Support  | May and January  |

**Program Objective - To facilitate positive transitions for students entering and leaving Salmon River Middle School.**

**Expected Outcomes:**

1. Orientations will be held to provide students with information and help assist students in accessing services.
2. Student records will be maintained on all students and forwarded to the appropriate receiving building when a transfer is made.

**Method of Evaluation:**

1. Student reports
2. Teacher reports
3. Parent feedback
4. Ten year plan

**Program Description:**

| Activities   | Target Group                                       | Staff Assigned           | Other Resources       | Timeframe                               |
|--|--|--------------------------|-----------------------|---|
| Coordinate a new student orientation program to help new students access services, get information, and problem solve how to improve the new student experience at SRMS  | 6 <sup>th</sup> grade students<br>All new students | Guidance Counselor       | Instructional Support | May and January                         |
| Eighth grade students will participate in a 20 week Freshman Success class which will provide opportunities to develop sense of self, long-term goals and objectives, identify college and career interests, and plan for life after High School | Eighth grade students                              | Freshman Success teacher | Guidance Counselor    | 20 week course in 8 <sup>th</sup> grade |

**Program Objective - Prepare students to participate effectively in their current educational program.**

**Expected Outcomes:**

1. Students will maintain achievement levels appropriate to their ability and maturity.
2. Students will maintain an observable interest and effort in their schoolwork.
3. Students will demonstrate interpersonal communication and problem solving skills appropriate to their grade level.

**Method of Evaluation:**

1. Report cards
2. Progress Reports
3. Rubrics

**Program Description:**

| <b>Activities</b>   | <b>Target Group</b>   | <b>Staff Assigned</b> | <b>Other Resources</b> | <b>Timeframe</b>                      |
|---|---|-----------------------|------------------------|---------------------------------------|
| Parent/teacher report card conferences  | All students  | Guidance Counselor    | Teachers               | Early Fall and Early Spring           |
| Parent/student/teacher retention meetings   | All students in danger of failing at 20 weeks and their parents | Guidance Counselor    | Principal Teachers     | By the end of the 30 week report card |
| Life Skills Class- instruction regarding interpersonal and communication skills: explanation of expected academic achievement | All grade 7 students  | Life Skills Teacher   | Guidance Counselor     | 10 week class                         |

**Program Objective – To provide a broader vision of educational and vocational opportunities.**

**Expected Outcomes:**

1. Student records will be maintained on all students and forwarded to the appropriate receiving building when transfer is made.
2. All students will receive an educational program review, through consultation with classroom teachers, attendance at Team Meetings, or individual interviews to determine the appropriateness of the student’s educational program.

**Method of Evaluation:**

1. Records review of student files.
2. Student feedback.

**Program Description:**

| <b>Activities</b>  | <b>Target Group</b>                             | <b>Staff Assigned</b>                     | <b>Other Resources</b>  | <b>Timeframe</b>    |
|--|---|---|---|---------------------|
| Educational Program review for each student  | 6 <sup>th</sup> -8 <sup>th</sup> grade students | Guidance Counselor                        |   | September - January |
| Attendance at CSE and 504 meetings for planning an appropriate educational experience for students   | All students grades 6-8                         | Guidance Counselor<br>Building Principals | Director of Special Education<br>School Psychologists<br>Teachers | Ongoing             |
| Facilitate complete records for transfers from building to building  | All students grades 6-8                         | Guidance Counselor                        | Clerical staff  | Ongoing             |
| Classroom visits to introduce courses offered in high school   | 8 <sup>th</sup> grade students                  | Guidance Counselor                        |   | March               |
| Scheduling of 8 <sup>th</sup> grade students for High School courses based on their academic and vocational interests. Meetings will be scheduled with students, parents and guidance counselor. | 8 <sup>th</sup> grade students                  | Guidance Counselor                        | Parents   | February - April    |
| Plan and coordinate field trips which expose students to educational and vocational opportunities such as College/Career Fairs as well as BOCES field trip                                       | 8 <sup>th</sup> grade students                  | Guidance Counselor                        | Principal<br>Classroom teachers<br>Transportation staff           | March               |



**Program Objective - To create and plan for appropriate educational alternatives for students at Salmon River Middle School**

**Expected Outcomes:**

1. Students who are experiencing difficulty at SRMS will be referred to appropriate committees or programs within the Salmon River Central School District.
2. Students' academic performance will improve.
3. Students' work/study habits will improve.
4. Students' academic achievement will improve.

**Method of Evaluation:**

1. Records review for struggling students and monitoring of student progress
2. Review of report cards
3. Review of quarterly progress reports
4. Analysis of standardized achievement tests

**Program Description:**

| <b>Activities</b>                           | <b>Target Group</b>   | <b>Staff Assigned</b>    | <b>Other Resources</b>             | <b>Timeframe</b>  |
|---|---|--------------------------|------------------------------------|---|
| Homework Club-5:00                          | All students 6-8 who do not complete daily homework assignments or who struggle with homework at home | Homework Club<br>Teacher | Principal<br>Teachers              | Tuesday- 6 <sup>th</sup> grade<br>Wednesday- 7 <sup>th</sup> grade<br>Thursday- 8 <sup>th</sup> grade |
| Parent/Teacher/Student Conference           | Students who have been identified by teachers to be struggling  | Guidance Counselor       | Principal<br>Teachers              | Ongoing as needed   |
| Notify parents of potential failure by mail | All students with below 65% in a core academic subject  | Guidance Counselor       | Principal<br>Clerical Staff        | By the end of the 25 week progress report   |
| Retention Conferences                       | Students identified to be in danger of failing a class for the year                                   | Guidance Counselor       | Principal                          | By the end of the 30 week report card   |
| Academic Intervention Services              | All 6-8 students with Level 1 or 2 State Assessment   | Teachers                 | Principal<br>Instructional Support | Ongoing   |
| Referral to CSE for evaluation              | Individual basis  | Building Team            | Principal<br>Teachers              | As needed   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | Director of Special Education<br>Guidance Counselor |  |
|--|--|--|---|--|

**Program Objective – To provide for the academic, social, and emotional needs of students.**

**Expected Outcomes:**

1. Students will be scheduled for academic counseling sessions on an as needed basis to review grades and plan for increased success.
2. Students who are experiencing a crisis or an on-going problem which interferes with their ability to be successful in school will be scheduled for counseling as needed.
3. Counselors will work with teaching staff to identify issues which impact student progress.

**Method of Evaluation:**

1. Student feedback
2. Teacher feedback
3. Parent input

**Program Description:**

| Activities   | Target Group   | Staff Assigned       | Other Resources   | Timeframe                                  |
|--|--|----------------------|---|--|
| Principal/Teacher/ Student review of Code of Conduct | All grades 6-8 students  | Principal            | Dean of students<br>Teachers<br>Code of Conduct                               | September and as needed                    |
| Teacher/Student Conferences                          | Any grade 6-8 student exhibiting behavioral or adjustment problems | Teachers             | Principal, Dean of students, Counselor, CSE, Psychologist, Guidance Counselor | As needed                                  |
| Teacher/Parent/Principal conference                  | Any grade 6-8 student exhibiting behavioral or adjustment problems | Principal<br>Teacher | Parent, Title and Resource Room Teachers, Psychologist, Counselor, CSE        | As needed                                  |
| Olweus Bully Prevention Classroom Meetings           | Every student grade 6-8  | Classroom Teacher    | Principal<br>Instructional Support  | Meeting once a week for 1 period (40 min.) |
| Group Counseling                                     | Any grade 6-8 student exhibiting behavioral or adjustment problems | Counselor            | Guidance Counselor, Home-School Coordinator, Psychologist                     | As needed                                  |
| Individual Counseling                                | Any grade 6-8 student exhibiting behavioral or adjustment problems | Counselor            | Psychologist  | As needed                                  |
| Referral to School Psychologist                      | Any grade 6-8 student exhibiting behavioral or adjustment problems | School Psychologist  | Principal, Classroom teachers, Title and Resource Room teachers,              | As needed                                  |

|                            |  |   |                         |           |
|----------------------------|--|---|-------------------------|-----------|
|                            |  |   | CSE, Guidance Counselor |           |
| Referral to outside agency | Any grade 6-8 student exhibiting behavioral or adjustment problems | Principal, Guidance Counselor, Psychologist | CSE                     | As needed |

**Program Objective – To provide parents, students, and teachers with problem-solving approaches to help students become more successful in the classroom.**

**Expected Outcomes:**

1. Students will be assisted with self-advocacy skills and necessary tools to help them access the services and supports they need to be successful in school.

**Method of Evaluation:**

1. Student report and feedback
2. Teacher reports

**Program Description:**

| <b>Activities</b>   | <b>Target Group</b>     | <b>Staff Assigned</b>    | <b>Other Resources</b>               | <b>Timeframe</b>                           |
|---|-------------------------|--------------------------|--------------------------------------|--|
| Freshman Success  | 8 <sup>th</sup> Graders | Freshman Success Teacher | Grade 8 Teachers<br>Grade 9 Teachers | 20 week class                              |
| Project Based Learning with the inclusion of 21 <sup>st</sup> Century Skills  | All students grade 6-8  | All teachers             | Instructional Support                | Ongoing                                    |
| Olweus Bully Prevention Classroom Meetings  | Every student grade 6-8 | Classroom Teacher        | Principal<br>Instructional Support   | Meeting once a week for 1 period (40 min.) |
| Life Skills Class- instruction regarding interpersonal and communication skills: explanation of expected academic achievement | All grade 7 students    | Life Skills Teacher      | Guidance Counselor                   | 10 week class                              |

**Program Objective – To help students who are experiencing attendance problems resolve those issues which interfere with the learning process.**

**Expected Outcomes:**

1. Student attendance will be monitored and issues which prevent students from attending school on a regular basis will be addressed with students and parents when necessary.

**Method of Evaluation:**

1. Attendance records review
2. Student feedback
3. Teacher feedback

**Program Description:**

| <b>Activities</b>   | <b>Target Group</b>   | <b>Staff Assigned</b>                                      | <b>Other Resources</b>  | <b>Timeframe</b> |
|---|---|--|---|------------------|
| Daily Attendance reporting  | All 6-8 students  | Classroom Teacher  | Principal<br>Dean of Students<br>Home School Coordinator<br>Attendance Officer<br>Ombudsman | Daily            |
| Attendance procedure phone call to parents                            | All 6-8 students on 3 <sup>rd</sup> consecutive absence                                       | Attendance Officer   | Principal<br>Classroom Teacher<br>Dean of Students<br>Home School Coordinator<br>Ombudsman  | As needed        |
| Written communication to parent/guardian regarding excessive absences | All 6-8 students absent 10 or more days total   | Principal  | Attendance Officer<br>Home School Coordinator   | As needed        |
| Referral to the Department of Social Services as Educational Neglect  | All 6-8 students whose absence impact their learning and there are insufficient legal excuses | Principal<br>Home School Coordinator<br>Attendance Officer | Classroom Teacher   | As needed        |

**Program Objective – To provide services for teachers which lead to increased student performance and decreased disciplinary issues in the classroom.**

**Expected Outcomes:**

1. Students who are experiencing behavior, social or emotional problems which interfere with their education or the education of others in their classrooms will receive appropriate counseling or referral services as needed.
2. Counselors will assist teachers in establishing a classroom climate that is conducive to the learning process.
3. Counselors will provide teachers with short term interventions or classroom counseling experience to address factors which impede student learning.

**Method of Evaluation:**

1. Teacher, student, & parent feedback.
2. Review of student records as appropriate.
3. Review of attendance records as appropriate.

**Program Description:**

| <b>Activities</b>   | <b>Target Group</b> | <b>Staff Assigned</b> | <b>Other Resources</b>  | <b>Timeframe</b> |
|---|---------------------|-----------------------|---|------------------|
| Provide personal counseling to students who are experiencing adjustment and psychological issues which interfere with the learning process. | All students        | Guidance Counselors   | School Counselor, Parents, Community Mental Health Agencies and other agencies as deemed necessary. | Ongoing          |
| Provide crisis intervention services as needed.   | All students        | Guidance Counselors   | School Counselor  | Ongoing          |
| Attend and contribute information at 504, CSE, and IST meetings.  | All students        | Guidance Counselors   | Director of CSE<br>Classroom Teacher  | Ongoing          |
| Summer School review and registration for students in needs   | All students        | Guidance Counselors   | Classroom Teachers<br>Principal<br>Parents  | May and June     |

|   |                           |   |   |                         |
|---|---------------------------|---|---|-------------------------|
| Schedule and facilitate meetings with parents to discuss student difficulties and concerns.   | All students              | Guidance Counselors                       | Principal<br>Classroom Teachers<br>School Counselor   | Ongoing                 |
| Provide study skills and academic success group experiences for students who experience failure or who are at risk of not meeting the state standards.  | All students              | Guidance Counselors                       | Instructional Support<br>Homework Club<br>Classroom Teachers                                      | Ongoing                 |
| Provide short term classroom counseling sessions at the request of teachers or administrators who are experiencing difficulty in the classroom setting. | All Teachers              | Guidance Counselors<br>Classroom Teachers | Classroom Teachers  | Ongoing or as requested |
| Liaison with community agencies to coordinate services for SRMS students and families who need additional support.                                      | All students and families | Guidance Counselors                       | Mental Health Agencies<br>Department of Probation<br>Social Services<br>Child Protective Services | As needed               |
| Monitor attendance of students and provide intervention services as necessary when poor attendance interferes with student success.                     | All students              | Attendance Officer                        | Guidance Counselor<br>Principal<br>Dean of Students<br>Classroom Teachers                         | Ongoing                 |

|   |                      |  |   |         |
|---|----------------------|--|---|---------|
| Provide Career Awareness and Development activities in a classroom situation to help students become familiar with educational and vocational choices which are available to them.  | All students         | Freshman Success Teacher<br>Career Teacher | Classroom teachers  | Ongoing |
| Track students who are at risk of school failure, drop-out, or disciplinary action and provide interventions which involve the family and any community agencies which are appropriate to enable students to complete school. | All at-risk students | Guidance Counselors                        | Principal<br>Classroom Teachers<br>Families<br>Community Agencies<br>Dean of Students<br>Home School Coordinator<br>Ombudsman | Ongoing |
| Assist students in dealing with and resolving conflict in a developmentally appropriate manner.   | All students         | Guidance Counselors                        | Classroom Teachers<br>Counseling Staff  | Ongoing |

## Salmon River High School

**Program Objective - Prepare students to participate effectively in their current educational program.**

**Expected Outcomes:**

1. Students will maintain achievement levels appropriate to their ability.
2. Students will maintain an observable interest and effort in their school work.
3. Students will meet the requirements necessary to graduate within 4 years of entering high school.

**Annual Assessment:**

1. Report cards will document achievement each quarter.
2. Student motivation and effort will be noted by the classroom teacher and documented on report cards each quarter.
3. Student achievement on Regents exam will be reviewed twice per year to determine future programming.

**Program Description:**

| Activity                               | Target Group                            | Staff Assigned                          | Other Resources  | Timeframe                     |
|--|---|---|--|-------------------------------|
| Parent/student orientation program     | Incoming 9 <sup>th</sup> grade Students | Principal, Dean of Students, Counselors | Teachers, Home School Coordinator                                | August                        |
| Open House                             | All 9-12 Students                       | Teachers                                | Principal, Counselors, Home School Coordinator, Dean of Students | September                     |
| Parent/Teacher report card conferences | All 9-12 Students                       | Teachers                                | Principal, Counselors, Home School Coordinator, Dean of Students | At 10 and 20 weeks            |
| Counselor/Parent/Student conferences   | 9-12 Students in need of summer school  | Counselors                              |  | June                          |
| Parent/Teacher/Counselor conferences   | 9-12 Students                           | Counselors, Teachers                    | Principal, Dean of Students, Home School Coordinator             | Throughout the year as needed |



**Program Objective\_ - To help students who exhibit attendance problems.**

**Expected Outcomes:**

1. Students will attend school on a daily basis.
2. Parents will understand and participate in their child’s attendance.

**Annual Assessment:**

1. Analysis of student’s cumulative attendance record.
2. Review of yearly attendance report.

**Program Description:**

| <b>Activity</b>   | <b>Target Group</b>  | <b>Staff Assigned</b>  | <b>Other Resources</b>                               | <b>Timeframe</b> |
|---|--|--|--|------------------|
| Daily attendance reporting  | All 9-12 Students  | Classroom Teacher  | Attendance Clerk                                     | Daily            |
| Automated home communication  | Absent Students 9-12   | Attendance Clerk   |  | Daily            |
| Parent phone contact or conference                                    | Students 9-12 with excessive or long term absences   | Counselor  | Principal, Attendance Clerk, Home School Coordinator | As needed        |
| Home Visit  | Students 9-12 whose attendance does not improve after counselor contact                              | Home School Coordinator  | Principal, Counselor                                 | As needed        |
| Meeting to identify at risk students                                  | Students 9-12 with excessive absences  | Principal, Counselors, Home School Coordinator, Attendance Clerk | Director of Instruction                              | Weekly           |
| Referral to the Department of Social Services for Educational Neglect | All 9-12 Students who are failing classes due to attendance at discretion of Principal and Counselor | Home School Coordinator  | Principal, Counselors                                | As needed        |

**Program Objective - To help students who exhibit academic problems.**

**Expected Outcomes:**

1. Students' academic performance will improve.
2. Students' work/study habits will improve.
3. Students' academic achievement will improve.

**Annual Assessment:**

1. Review of report cards.
2. Analysis of standardized achievement tests.

**Program Description:**

| <b>Activity</b>                        | <b>Target Group</b>   | <b>Staff Assigned</b>           | <b>Other Resources</b>  | <b>Timeframe</b> |
|--|---|---------------------------------|---|------------------|
| Instructional Support Services         | All grade 9 Students with a Level 1 or 2 grade 8 State Assessment; students who have failed a class or Regents exam | Instructional Support Teachers  | State Assessment Results  | On going         |
| Homework Room                          | All grade 9-12 Students who need homework assistance  | Homework room Teachers          | Counselors, Home School Coordinator   | On going         |
| JOM Tutoring Services                  | Native students grades 9-12 who are struggling; by counselor referral or parent request                             | JOM Tutor                       | Counselors, Home School Coordinator   | On going         |
| Parent/Teacher/Counselor conference    | 9-12 Students who have been identified by teachers to be struggling   | Teachers, Counselors            | Principal, Home School Coordinator  | As needed        |
| Referral to Instructional Support Team | 9-12 Students who have not been successful with interventions such as Instructional Support and Homework Room       | Teachers, Principal, Counselors | School Psychologist, Special Education Teacher                                  | As needed        |
| Referral to CSE for evaluation         | Individual Basis  | Principal, Teachers, Counselor  | Instructional Support Teachers, Special Education Teachers, School Psychologist | As needed        |

**Program Objective - This program helps students who exhibit behavior, social/emotional or adjustment problems.**

**Expected Outcomes:**

1. Students will make appropriate decisions concerning acceptable behavior.
2. Students overall school performance and experience will be enhanced.

**Annual Assessment:**

1. Review of behavioral referrals.
2. Teacher/counselor/parent observation of student.

**Program Description:**

| <b>Activity</b>                           | <b>Target Group</b>   | <b>Staff Assigned</b>   | <b>Other Resources</b>                               | <b>Timeframe</b>        |
|---|---|-------------------------|--|-------------------------|
| Presentation of behavior expectations     | All 9-12 students   | Classroom Teachers      | Principal, Dean of Students                          | September and as needed |
| Teacher/Student conferences               | Any 9-12 student exhibiting behavioral or adjustment problems       | Classroom Teacher       | Principal, Dean of Students, Counselors              | As needed               |
| Parent/Student/Dean of Student conference | Any 9-12 student who receives a behavioral referral                 | Dean of Student         | Principal, Classroom Teachers, Counselors            | As needed               |
| Olweus Bullying Prevention Program        | All 9-12 Students   | Olweus Committee        | Principal, Classroom Teachers, Counselors            | Monthly                 |
| Individual Counseling                     | Any 9-12 student exhibiting social/emotional or adjustment problems | Counselors              | Principal, Dean of Students, Home School Coordinator | As needed               |
| Referral for Mental Health Counseling     | Any 9-12 student at parent request or counselor recommendation      | Mental Health Counselor | Outside Agencies                                     | As needed               |

**Program Objective - Provide advisory assistance to help students develop an individual high school, college, and career plan.**

**Expected Outcomes:**

1. Students will be aware of requirements for state diploma options.
2. In cooperation with parents, students will plan an appropriate high school program.
3. Students will have gained knowledge of the college application and financial aid process.
4. Students will have gained knowledge of and identified a chosen career pathway.

**Annual Assessment:**

1. Counselor assessment of student understanding at annual advisory meetings.
2. Annual review of 4 year high school plan.
3. Annual review of chosen career pathway progression.

**Program Description:**

| <b>Activity</b>            | <b>Target Group</b>                     | <b>Staff Assigned</b>                   | <b>Other Resources</b>   | <b>Timeframe</b> |
|----------------------------|---|---|--|------------------|
| Student/Parent Orientation | Incoming 9 <sup>th</sup> grade Students | Principal, Counselors, Dean of Students | Teachers, Home School Coordinator  | August           |
| Annual Advisory Meeting    | Grade 9 Students                        | Counselors                              | Career Pathway Brochures, 4 Year Plans, Course Selection Sheets  | May              |
| Annual Advisory Meeting    | Grade 10 Students                       | Counselors                              | Career Pathway Brochures, 4 Year Plan, Course Selection Sheet, CTE program options, PSAT information, AP opportunities   | April            |
| Annual Advisory Meeting    | Grade 11 Students                       | Counselors                              | Career Pathway Brochures, 4 Year Plan, Course Selection Sheet, New Visions options, SAT/ACT registration information, college application timelines, college exploration and selection, information for dual enrollment classes          | March/April      |
| Annual Advisory Meeting    | Grade 12 Students                       | Counselors                              | Transcript audit form, review of graduation requirements, college exploration and selection, review college application process, SAT/ACT registration information, review financial aid process, information for dual enrollment classes | October          |

**Program Objective - Provide students with instruction and opportunities to explore college and career options.**

**Expected Outcomes:**

1. Students will be able to identify their interest in Career and Technical Education programs and career options.
2. Students will be able to identify their college interests.

**Annual Assessment:**

1. Annual Review of 4 year plan and college and career interest.
2. Senior interview and transcript audit.

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b>              | <b>Staff Assigned</b> | <b>Other Resources</b>                                     | <b>Timeframe</b> |
|--|----------------------------------|-----------------------|--|------------------|
| Classroom presentation about the college application process                 | Grade 12 Students                | Counselors            | Classroom Teacher, Power point                             | September        |
| Higher Education College Fair  | All grade 9-12 Students          | Counselors            | Principal, Teachers, College Admissions Representatives    | October          |
| Financial Aid Night  | Grade 11-12 Students and Parents | Counselors            | Principal, Financial Aid Representative from local college | November         |
| Field trip to CTE programs at FEH BOCES                                      | Grade 10 students                | Counselors            | Principal , Teachers, BOCES Counselor                      | December         |
| College field trips  | Grade 10-12 Students             | Counselors            | Classroom Teachers, JOM Staff, NCSTEP Staff                | On-going         |
| Career Fair  | Grade 10-11 Students             | Counselors            | JOM Staff, Local Career Representatives                    | April            |
| Administration of college and career placement exams (PSAT,SAT,ACT,ASVAB,AP) | Grade 10-12 Students             | Counselors            | Principal  | On-going         |
| Scholarship Information  | Grade 12 Students                | Counselors            | Principal, Classroom Teachers                              | On-going         |

**Program Objective - This program encourages parental involvement.**

**Target Population:** Grade 9-12 Parents

**Expected Outcomes:**

1. Parental awareness and support of educational programs and goals established for their children.
2. Parents will have contact with teachers, counselors, and administrators.
3. Parents will have an understanding of school services and programs provided for their children.

**Annual Assessment:**

1. Teacher/Counselor/Administrator Observation
2. Parent Feedback
3. Parent evaluation form

**Program Description:**

| <b>Activity</b>  | <b>Target Group</b>                        | <b>Staff Assigned</b>   | <b>Other Resources</b>                         | <b>Timeframe</b>   |
|--|--|---|--|--------------------|
| 9 <sup>th</sup> Grade Orientation                                      | Parents of incoming grade 9 students       | Principal, Counselors, Dean of Students   | Classroom Teachers, Home School Coordinator    | August             |
| Open House   | All grade 9-12 Parents                     | Principal, Teachers, Counselors, Dean of Students   | Home School Coordinator                        | September          |
| District Newsletter  | All grade 9-12 Parents                     | District Office Staff   | Principal, Counselors, Teachers                | August             |
| One Call automated parent communication                                | All grade 9-12 Parents                     | Principal   | Counselors                                     | On-going           |
| Report Card/Progress Reports   | All grade 9-12 Parents                     | Classroom Teachers, Counselors  | Principal                                      | Every 5 weeks      |
| Report Card Parent Conferences   | All grade 9-12 Parents                     | Classroom Teachers  | Principal, Counselors, Home School Coordinator | At 10 and 20 weeks |
| Individual Parent Meetings   | All Parents grades 9-12 as requested       | Classroom Teachers, Counselors  | Principal, Home School Coordinator             | On-going           |
| Phone contact for purposes of academic, personal, or behavior problems | Parents of identified students grades 9-12 | Classroom Teachers, Counselors, Dean of Students, Home School Coordinator   | Principal                                      | On-going           |
| Parent Engagement Committee Presentations                              | All grade 9-12 parents                     | Parent Engagement Committee which includes Principal, Dean of Students, Counselors, Home School Coordinator, Teachers | Director of Instruction                        | Monthly            |
| Award Night Presentation   | Parents of selected grades 9-12 students   | Counselors  | Principal, Teachers                            | June               |

# **Program of Study**

## **Grades 9-12**

**Salmon River Central School**

637 County Rt. 1  
Fort Covington, NY 12937

May 2015

**NEW YORK STATE HIGH SCHOOL GRADUATION REQUIREMENTS  
2014-2015**

**COURSE REQUIREMENTS**

**REGENTS DIPLOMA**

English – 4 credits  
Social Studies – 4 credits  
Math – 3 credits  
Science – 3 credits  
Language – 1 credit  
Art or Music – 1 credit  
Health - .5 credit  
Physical Education – 2 credits  
Electives – 3.5 credits  
*Total Credits – 22*

**REGENTS DIPLOMA WITH ADVANCED DESIGNATION**

English – 4 credits  
Social Studies – 4 credits  
Math – 3 credits  
Science – 3 credits  
Language – 3 credits  
Art or Music – 1 credit  
Health - .5 credit  
Physical Education – 2 credits  
Electives – 1.5 credits  
*Total Credits - 22*

**EXAM REQUIREMENTS**

**REGENTS DIPLOMA**

Comprehensive English  
Global History and Geography  
U.S. History and Government  
Integrated Algebra  
One Science  
One FLACS exam

**REGENTS DIPLOMA WITH ADVANCED DESIGNATION**

Comprehensive English  
Global History and Geography  
U.S. History and Government  
Integrated Algebra, Geometry, Algebra 2/Trigonometry  
Two Science  
Two FLACS exams

**\*\* Honors Designation is given to students who have an average of 90 or higher on required Regents exams**

**\*\* Mastery in Math designation can be earned with three Regents exams with individual scores of 85 or higher**

**\*\* Mastery in Science designation can be earned with three Regents exams with individual scores of 85 or higher**



## Career Pathway Options

Salmon River High School is pleased to offer the following Career Pathway course options for students. We encourage students to explore one of our pathway options as they create their individual plans for college and career preparation.

### **Business Management:**

Computer Applications (.5 credit)  
Career & Financial Management (.5 credit)  
Business Math (1 credit)  
Accounting (1 credit)  
Entrepreneurship (.5 credit)  
Marketing (.5 credit)  
Business Law (.5credit)

### **Information Technology**

Computer Applications (.5 credit)  
Career & Financial Management (.5 credit)  
Graphic Design (1 credit)  
Online Applications (.5 credit)  
Entrepreneurship (.5 credit)  
Business Communications (.5 cr.)  
Computer Informational Systems (1 credit)

### **Visual Art**

Studio Art (1 credit)  
Drawing & Painting (1 credit)  
Advanced Drawing & Painting (1 credit)  
2 Art Electives (2 credits)

### **Automotive Mechanics**

ATV/Ag. Mechanics (1credit)  
Automotive Repair (1credit)  
Welding/Metalworking (1 credit)  
Advanced Metals & Machining (1 credit)  
Career & Financial Management (.5 credit)  
1 Technology Elective

### **Technical & Pre-Engineering**

Drawing & Design for Production (1 credit)  
Principles of Engineering (1 credit)  
Computer Aided Machining (1 credit)  
Architectural Drawing (1 credit)  
Career & Financial Management (.5 credit)  
1 Technology Elective

### **Skilled Trades Welding & Fabrication**

Drawing & Design for Production (1 credit)  
Welding/Metalworking (1 credit)  
Advanced Metals & Machining (1 credit)

Residential Construction (1 credit)  
Furniture & Cabinet Design (1 credit)  
Career & Financial Management (.5 credit)

**Woodworking/Carpentry**

Drawing & Design for Production (1 credit)  
Woodworking (1 credit)  
Furniture & Cabinet Design (1 credit)  
Residential Construction (1 credit)  
Architectural Drawing (1 credit)  
Career & Financial Management (.5 credit)

**Agriculture**

Environmental Science (1 credit)  
Agribusiness (.5 credit)  
Renewable Energy (1 credit)  
ATV/Ag. Mechanics (1 credit)

## Course Descriptions

### English

#### English 9

Grade Level: 9

Prerequisite: Successful completion of English 8

Credit: 1

The curriculum for this course is an adaptation of the New York State Common Core Modules for English 9. Students will read texts from a variety of genres and will demonstrate their understanding through analytical writing. The objective of the course is to begin preparing students for the skills necessary to succeed in higher level ELA courses as well as the Common Core English exam in eleventh grade. Students will also read independently from a variety of self-selected genres to meet quarterly book goals.

#### English 9 Honors

Grade Level: 9

Prerequisite: Completion of English 8 with a grade of 85 or higher, teacher recommendation

Credit: 1

The curriculum for this course is an adaptation of the New York State Common Core Modules for English 9. Students will read texts from a variety of genres and will demonstrate their understanding through analytical writing. The objective of the course is to begin preparing students for the skills necessary to succeed in higher level ELA courses as well as the Common Core English exam in eleventh grade. Students will also read independently from a variety of self-selected genres to meet quarterly book goals. The Honors class varies from the general section of ELA 9 with the inclusion of more collaborative work as well as more self-directed study. Students will complete a collaborative research project in place of Module 3.

#### English 10

Grade Level: 10

Prerequisite: Successful completion of English 9

Credit: 1

Students will begin the year by reading a “Chills & Thrills” short story unit focusing on literary terminology and a culminating creative writing horror story to be read in the school basement during the Halloween season. For the second marking period, students will do an in-depth author study of John Steinbeck, referencing both the written work and the cinema, with a focus on style. During the third marking period, students will read and write focusing on cultural diversity; for the final marking period, students will research different topics of WWII and the Holocaust as a cross-curricular unit with social studies. They will also read the memoirs of a Holocaust survivor focusing on the aspects of non-fiction.

#### English 10 Honors

Grade Level: 10

Prerequisites: Completion of English 9 with a grade of 85 or higher, teacher recommendation

Credits: 1

Students will begin the year by reading a “Chills & Thrills” genre short story/poetry unit focusing on literary terminology, dialogue, tone and mood with a culminating creative writing horror story to be read in the school basement during the Halloween Season. For the second marking period, students will do an in-depth author study of John Steinbeck, referencing both the written work and the cinema with a focus on style. For the third marking period, honors students will focus on drama, reading and writing and acting out scripts for plays, commercials, movies, and documentaries. For the final marking period, students will research different topics of WWII and the Holocaust as a cross-curricular unit with social studies. They will write a MLA-formatted research paper and learn all the rules about plagiarism to begin preparing them for college. They will also read the memoirs of a Holocaust survivor focusing on the aspects of non-fiction.

### **English 11**

Grade Level: 11

Prerequisite: Successful Completion of English 10

Credit: 1

English 11 will prepare students to successfully complete the English Regents in June of their junior year. Successful completion of the English Regents is a requirement for graduation. Students will continue to fine tune skills that have been previously taught in English 9 and 10. They will read informational texts and fictional works to help prepare them to successfully pass the June exam. They will also write essays that are a requirement of the Regents exam.

### **English 11 Honors**

Grade Level: 11

Prerequisite: Completion of English 10 with a grade of 85 or higher, teacher recommendation

Credit: 1

English 11 will prepare students to successfully complete the English Regents in June of their junior year. Successful completion of the English Regents is a requirement for graduation. Students will continue to fine tune skills that have been previously taught in English 9 and 10. They will read informational texts and fictional works to help prepare them to successfully pass the June exam. They will also write essays that are a requirement of the Regents exam. Honors English does require extra reading time and students should be prepared to read independently.

### **English 12**

Grade Level: 12

Prerequisite: Successful completion of English 11

Credit: 1 credit

The purpose of this course is to prepare students for the world beyond high school, whether that consists of college, prep school, trade school, or employment. To that end, students compose a variety of writing pieces including a college application essay, a résumé and cover letter, and a research paper. Additionally, students compose critical analyses of the following genres: memoir, historical fiction, drama, and world literature.

### **AP English Literature and Composition**

Grade Level: 12

Prerequisite: English 11 Honors, Summer Reading Project, 85+ on Common Core English Exam

Credit: 1 credit

Advanced Placement English is a college level course in literature and composition. AP Literature students will read literature from diverse authors to enhance their understanding of the methods writers employ to contribute to a reader's edification and reading enjoyment. Students will read and analyze literature from the 16<sup>th</sup> through the 21<sup>st</sup> century. As writing is a fundamental aspect of the course, students will compose writing that is expository, analytical, and argumentative. Such writing serves not only to demonstrate students' understanding of selected literature and authors, but also to enhance their appreciation of literature as an art. Students must maintain a minimum average of 85 for the duration of the course (adapted from AP Central's English Literature and Composition Course Description). *Students may receive college credit for this course through North Country Community College for a nominal fee.*

### **Public Speaking/Communications**

Grade Level: 11 or 12

Prerequisite: none

Credit: ½ credit

This course is an elective that focuses on the basic tenets of communication. Students study rhetorical strategies and apply them through various modes of discourse.

## Social Studies

### **Global History and Geography I**

Grade Level: 9

Prerequisite: Successful completion of Social Studies 8

Credit: 1

Global History and Geography 9 is a chronologically-based course leading to a Regents exam at the end of the 10<sup>th</sup> grade, which must be passed for graduation credit. New York State Education Department mandated curriculum includes the following units of study: Introduction to Global History, Ancient World: Civilizations and Religions (4000 B.C.-500 A.D.), Expanding Zones of Exchange and Encounter (500-1200), Global Interactions (1200-1650), The First Global Age (1450-1770).

### **Global History and Geography I Honors**

Grade Level: 9

Prerequisite: Completion of Social Studies 8 with an average of 85 or higher, teacher recommendation

Credit: 1

For the honors section of this course, students will cover the same material presented in the general level of the course. However, students in the honors section will delve deeper into topics, assignments will be at a higher level and more involved, and this section will involve more writing.

### **Global History and Geography II**

Grade Level: 10

Prerequisite: Successful completion of Global History and Geography I

Credit: 1

This is the second course in the required two-course sequence in global history and geography. When you have completed this course, you will take the Global History and Geography New York State Regents Examination. Remember, the exam contains material from both 9<sup>th</sup> and 10<sup>th</sup> grade Global History. YOU MUST PASS THIS TEST in order to graduate from high school. To prepare you for this important test you will be required to write a great deal in this course, as the exam contains a substantial amount of essay writing. Units of study include: The Age of Revolution, A Half Century of Crisis and Achievement (1900-1945), The 20<sup>th</sup> Century since 1945, Global Connections and Interactions.

### **Global History and Geography II Honors**

Grade Level: 10

Prerequisite: Completion of Global History and Geography I with an 85 or higher, teacher recommendation

Credit: 1

For the honors section of this course, students will cover the same material presented in the general level of the course. However, students in the honors section will delve deeper into topics, assignments will be at a higher level and more involved, and the pace of the course will be quicker.

### **US History and Government**

Grade Level: 11

Prerequisite: Successful completion of Global History and Geography II

Credit: 1

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. At the end of the course the students must take the US History of Government Regents Examination. This exam is 20% of their overall grade for the class.

**AP US History**

Grade Level: 11 or 12

Prerequisite: Students must be recommended by their 10th grade social studies teacher, receive an 85% or above on the Global 10 Regents Exam and an 85% or above in the Global 10 class.

Credit: 1

The AP US History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In May of each year, students will take the AP exam. Depending on their score on the AP exam, students could receive college credit for two-semesters of study in U.S. History. *Students may receive college credit for this course through North Country Community College for a nominal fee.*

**US History through Film**

Grade Level: 11 or 12

Prerequisite: None

Credit: 1

Students will chronicle the history of the United States through the use of movies and documentaries starting with Columbus' discovery of the New World through modern America. Students will answer questions and participate in discussions regarding the historical accuracy of the movie. Students will also complete a review of each movie as their assessment.

**Economics:**

Grade Level: 12

Prerequisite: None

Credit: ½

The study of economics, perhaps more than any other social science, will have a significant and long-term impact on the lives of students. Throughout their lives, students will encounter various economic concepts, principles and issues. From personal income and property taxes to automobile loans to retirement investments, students will need to apply the basic economic concepts, understandings, and skills included in this class. An understanding of basic economic resources, scarcity, and economic growth will enable student to analyze local, state, national, and international economic questions and issues. (Adapted from NYSED)

**Participation in Government**

Grade Level: 12

Prerequisite: None

Credit: ½

The 12<sup>th</sup> grade is a critical stage of citizenship, preparation and civic reengagement. Typically viewed as the student's last year of high school, occasionally dismissed as a time when it is "too late to learn," the 12<sup>th</sup> grade is actually the student's "commencement grade", and for good reason. The 12<sup>th</sup> grade is not the end but a beginning in which the student begins to think about entering a new life beyond the schoolhouse door. An important part of this preparation is the ability to synthesize and apply-to put things together, take stock, and apply knowledge to the real world.

**Economics Honors**

Grade Level: 12

Prerequisite: An average of 85 or higher in US History and Government, teacher recommendation

Credit: ½

Honors economics is a class that explores both micro and macro-economics in one semester.

Students are introduced to college level discussion topics and the application of economics in varying projects.

Focus on real time economic and decisions made by policy makers will drive classroom discussions and activities.

Students will be challenged in a fast paced introductory course in college economics. The study of economics, perhaps more than any other social science, will have a significant and long-term impact on the lives of students.

Throughout their lives, students will encounter various economic concepts, principles, and issues. From personal income and property taxes to automobile loans to retirement investments, students will need to apply the basic economic concepts, understandings, and skills included in this class. An understanding of basic economic concepts

such as supply and demand, opportunity costs, recession, the business cycle, resources, scarcity, and economic growth will enable students to analyze local, state, national, and international economic questions and issues.

(Adapted from NYSED) *Students may receive college credit for this course through North Country Community College for a nominal fee.*

**Government Honors**

Grade Level: 12

Prerequisite: An average of 85 or higher in US History and Government, teacher recommendation

Credit: 1

Simulated, project-based activities will drive the honors government class. Current issues and the effects on the citizenry and governance of specific areas will be explored. Students will also be responsible for college level writing and reading. The 12th grade is not the end but a beginning in which the student begins to think about entering a new life beyond the schoolhouse door. An important part of this preparation is the ability to synthesize and apply—to put things together, take stock, and apply knowledge to the real world. The culminating social studies course for Standard 5, Participation in Government, can provide a critical teaching moment in this process in which the student is expected to learn, see, and practice citizenship in action.

This Participation in Government class provides students with a capstone experience, enriched by active learning opportunities, that enables students to synthesize, apply, and thereby reinforce the civics knowledge, skills, concepts, themes, and dispositions of active citizenship (adapted from NYSED). *Students may receive college credit for this course through North Country Community College for a nominal fee.*

**Native Studies**

Grade Level: 9-12

Prerequisite: None

Credit: 1

This course is a two semester course. The first semester offers students an opportunity to study Iroquois culture and history pre-contact. The second semester of the course will focus on specific historical as well as current events and how those events have impacted the Mohawk people. This course is designed to engage students in a learning environment, that should help prepare them for college level work.

**Native Film**

Grade Level: 9-12

Prerequisite: None

Credit: 1

Students will begin by investigating the common stereotypes of Native Americans in mass media, literature and film. They will criticize and analyze films of various genres including: Westerns, Contemporary Native films and Documentaries. Students will investigate a variety of techniques of video production including: filming, sound and editing. At the end of the course, students will produce a short documentary style Native film.

## Mathematics

### **Algebra I Common Core (1 Year)**

Grade Level: 8-9

Prerequisite: Students should earn a 3 or 4 on the NYS Math Assessment, teacher recommendation

Credit: 1

Students will cover the following topics: seeing structure in expressions, arithmetic with polynomials and rational functions, creating equations, reasoning with equations and inequalities, and mathematical practices. This is a rigorous curriculum which will challenge students daily to better prepare themselves to be college bound. Students must pass the Regents exam at the end of the course to meet NYS graduation requirements.

### **Algebra IA Common Core (year 1 of a 2 year stretch Algebra)**

Grade Level: 9

Prerequisite: Students must have successfully completed grade 8 math

Credit: 1

This course will cover units 1-6 of the 11 units included in the Algebra I curriculum. These units include: The Building Blocks of Algebra; Linear Expressions, Equations, and Inequalities; Functions; Linear Functions and Arithmetic Sequences; Systems of Linear Equations and Inequalities; Exponents. Upon successful completion of this course, students will continue on to the Algebra IB portion of the course where they will take the Regents exam necessary for graduation.

### **Algebra IB Common Core (year 2 of a 2 year stretch Algebra)**

Grade Level: 10

Prerequisite: Successful completion of Algebra IA

Credit: 1

This course will cover units 7-11 of the Algebra I curriculum. These units include: Polynomials; Quadratic Functions and Their Algebra; Roots and Irrational Numbers; Statistics; Final Look at Functions and Modeling. Students will take the Algebra I common core regents exam which is required for graduation.

### **Geometry Common Core**

Grade Level: 10

Prerequisite: Completion of Algebra I Common Core

Credit: 1

This course will cover the following topics of Geometry: congruence; similarity, right triangles, and trigonometry; circles; expressing geometric properties with equations; geometric measurement and dimension; modeling with geometry, and mathematical practices. Students must pass the Regents exam at the end of this course to earn a Regents Diploma with Advanced Designation.

### **Geometry Common Core Honors**

Grade Level: 9

Prerequisite: Completion of Algebra I Common Core, teacher recommendation

Credit: 1

This course covers the same topics as Geometry Common Core. However, topics are covered in more depth and with a higher level of understanding. Students must pass the Regents exam at the end of this course to earn a Regents Diploma with Advanced Designation.



### **Geometry A Common Core (year 1 of a 2 year stretch Geometry)**

Grade Level: 10 or 11

Prerequisite: Completion of Algebra I Common Core

Credit: 1

This course covers selected topics from Modules 1-3 of the Geometry Common Core curriculum. It will cover: circles, expressing geometric properties with equations, geometric measurement and dimension, and congruence. Students who are interested in completing the Geometry Regents exam will need to continue on to the B section of this course.

### **Geometry B Common Core (year 2 of a 2 year stretch Geometry)**

Grade Level: 11 or 12

Prerequisite: Successful completion of Geometry A Common Core.

Credit: 1

This course will cover the final topics of the Geometry Common Core curriculum not covered in the A portion of the course. These topics will include: similarity, right triangles, trigonometry, modeling with geometry, and mathematical practices. This course will conclude with the Geometry Common Core Regents exam.

### **Geometry B (Non-Common Core)**

Grade Level: 11 or 12

Prerequisite: Completion of Geometry A

Credit: 1

This course prepares students for the NYS Regents exam in Geometry, 2005 Standard. In implementing the Geometry process and content performance indicators, it is expected that students will identify and justify geometric relationships, formally and informally. For example, students will begin with a definition of a figure and from that definition students will be expected to develop a list of conjectured properties of the figure and to justify each conjecture informally or with formal proof. Students will also be expected to list the assumptions that are needed in order to justify each conjectured property and present their findings in an organized manner.

### **Algebra 2/Trigonometry**

Grade Level: 11 or 12

Prerequisite: Successful completion of Algebra I Common Core and Geometry Common Core

Credit: 1

This course is the capstone course of the three units of credit required for a Regents Diploma with Advanced Designation. It is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomials, absolute value, radical, trigonometric, exponential and logarithmic functions. Problem situation involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide a basis for the study of probability theory and the normal probability distribution will be analyzed and used in approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situation requiring the use of trigonometric equation and identities will also be investigated. Student will sit for a NYS Regents Exam which is required for the Regents Diploma with Advanced Designation.

**Algebra 2/Trigonometry Honors**

Grade Level: 10<sup>th</sup> grade Honors Students

Prerequisite: Successful completion of Geometry Common Core Honors, teacher recommendation

Credit: 1

This course will cover the same curriculum as the Algebra2/Trigonometry course. However, material will be covered at a quicker pace and more in depth.

**College Pre-Calculus**

Grade Level: 11<sup>th</sup> grade Honors Students or 12

Prerequisite: Successful completion of Algebra I Common Core, Geometry Common Core, and Algebra 2/Trigonometry

Credit: 1

This course is a continuation of mathematical topics that include mathematical modeling, functions, linear, quadratic, and polynomial applications with graphing, exponential and logarithmic functions, analytic geometry and trigonometry. This course also introduces limits and derivatives to prepare for Calculus. Students will develop the ability to perform algebraic operations on functions, including, sum, difference, product, quotient, and compositions, and subsequent applications. Students will develop the ability to interpret and evaluate limits. Students will be challenged to think outside of the box and further their mathematical limits. *Students may receive college credit for this course through North Country Community College for a nominal fee.*

**College Calculus I**

Grade Level: 12

Prerequisite: Successful completion of College Pre-Calculus

Credit: 1

This is an introductory course in differential and integral Calculus. Topics covered are functions and models, limits and continuity, derivatives, rules of differentiation, application of differentiation, curve sketching, related rates, maximum-minimum problems and integration. *This course is offered for college credit through North Country Community College (MAT 240V, Calculus 1, 4 credits) for a nominal fee.*

## Science

### Living Environment

Grade Level: 9

Prerequisite: Successful completion of Science 8

Credit: 1

The Living Environment is a Regents-level Biology course which explores a diverse range of topics concerning the concept of life. Beginning with how all living things can share certain characteristics and yet still be very different from each other, the course will also examine the basis of heredity, cell division, evolution, ecology, human systems, impact of humans on ecosystems, and metabolic activities. As a Regents-level Biology course, The Living Environment includes a laboratory component. To be eligible to take part in the Regents examination at the end of the year, students enrolled in the course must meet the laboratory requirements set forth by New York State. Lab will include scientific inquiry, observation, measurement, microscopy, and other assorted lab skills.

### Earth Science

Grade Level: 10

Prerequisite: Successful completion of Living Environment

Credit: 1

This is a one year course designed to introduce students to the study of the Earth upon which they live. Earth Science can be thought of as the operation manual for our planet, Earth, much like there are operation manuals for cars or other complicated equipment. As Tom McGuire says, "**If we intend to live on this planet... we really do need to understand how it works.**" Earth Science is the study of Earth's systems and its location in the universe. This definition includes most of the physical world. Earth Science can be divided into three areas of study including:

**1.1 Astronomy** – the study of the motions of the planet Earth and the other objects in space.

**1.2 Meteorology-Weather-Climate** - the study of the changing conditions of the atmosphere or weather

**1.3 Geology** - the study of the solid Earth

The ideas presented in the course increase students' knowledge of the physical world they live in, including the pressing environmental issues of the planet, and how to integrate this information into their lives and prepare them for the difficult decisions they must make as future citizens. Human's future existence on the Earth and in space will depend on these decisions. This class will provide students with a foundation to make those decisions. Students are scheduled for one full period per day and one lab period every other day.

### Earth Science Honors

Grade Level: 9, 10

Prerequisite: Successful completion of Living Environment, teacher recommendation

Credit: 1

This class is the same as regular Earth Science, however it will go into greater depth on the same topics.

### General Chemistry

Grade Level: 11 or 12

Prerequisite: Successful completion of Living Environment, Earth Science and Algebra I Common Core.

Credit: 1

Designed mainly for *all* high school students who are searching for three science credits to fulfill their requirement for graduation, this course will enable the students to solve problems and answer questions relating to several topics in Chemistry. This course includes lectures and lab demonstrations. Students will be expected to study a selection of topics in introduction to chemical principles emphasizing on chemical applications to technology and the impact of chemistry on society. There are no lab requirements nor regents exam.

**Regents Chemistry**

Grade Level: 11 or 12

Prerequisite: Successful completion of Living Environment, Earth Science and Algebra I Common Core

Credit: 1

This course will prepare students well for the New York State Chemistry Regents Exam. It also eases students' transformation to college life by preparing them well for their first two semesters of general education. Designed for students who are interested in going to college right after high school graduation, this course will help them to be college-ready in terms of Chemistry. It is the study of the components of matter and how these components behave and interact with each other. This class includes lectures, laboratory experiments and research projects.

**Chemistry Honors**

Grade Level: 10<sup>th</sup> Grade Honors Students, 11

Prerequisite: Successful completion of Living Environment, Earth Science, Algebra I Common Core and teacher recommendation.

Credit: 1

The Honors Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This class includes lectures, laboratory experiments and research projects. Students are introduced to chemistry with emphasis on the important principles and facts necessary for comprehension of the structure of matter, the chemical action of common elements and compounds, and basic chemical calculations. *Students' grade 11 and higher may receive college credit for this course through North Country Community College for a nominal fee.*

**Physics**

Grade Level: 11<sup>th</sup> grade Honors Students, 12

Prerequisite: Successful completion of Algebra 2/ Trigonometry

Credit: 1

Regents Physics is a non-calculus based introductory Physics course. The main focus of this course is the development of conceptual understanding of basic concepts in Physics as well as problem solving skills. The final exam for this course is the NYS Physics Regents in June. You must also meet the Regents Lab requirements of 1200 minutes of laboratory experiences with successfully completed reports, in order to be eligible for the Regents examination in June. Topics Covered – Measurement and Mathematics, Mechanics, Energy, Electricity and Magnetism, Waves, Modern Physics

## Language

### **French I/Spanish I**

Grade Level: 8-9

Prerequisite: None

Credit: 1

Students learn to create more in-depth questions, use direct objects and indirect objects, and expand vocabulary. In addition to using the present tense, they will learn to speak in the past and simple future in a limited manner. This new grammar will be learned while simultaneously deepening student's ability to discuss relevant topics. Students will continue to develop listening and reading comprehension and work to develop speaking and written proficiency in situational context. Students will continue cultural awareness and understanding. New York State requires students to obtain the skills necessary for basic communication in a secondary language. Proficiency Exam is given at the end of year.

### **French II/Spanish II**

Grade Level: 9-10

Prerequisite: Successful completion of Level I and the NYS Proficiency exam in the target language.

Credit: 1

The students will review grammar of level 1 and will be able to narrate past events as well as talking about future events. Students will expand their vocabulary. Emphasis is placed on developing reading, listening, writing and other speaking skills in preparation for next year's Regents exam. Students will continue cultural understanding of other countries.

### **French III/Spanish III**

Grade level: 10-11

Prerequisite: Successful completion of Level II course in the target language

Credits 1

The students will review grammar of level 2 and explore most remaining verb tenses. These verb tenses allow students to express hopes, wishes, opinions, hypothesis, and other abstract concepts. Students will use more advanced vocabulary and delve into more complex grammatical structures. Emphasis is placed on extending reading, listening, writing and speaking skills for the Regents Exam at the end of the year. Students will continue cultural understanding of other countries.

### **FRE 201- Intermediate French/ SPA 201- Intermediate Spanish**

Grade Level: 11 & 12

Prerequisite: Successful completion of French III/Spanish III, 85 or above on Level III Regents Exam and 90 or above final average in Level III class is strongly recommended.

Credit: 1

This full year language course enables students to build upon their understanding of grammatical concepts and knowledge of vocabulary to create more complex speaking, writing, listening, and reading structures. Listening comprehension and speaking will be stressed. Culture, history, and customs of French and Spanish countries will be studied. *Students may receive college credit for this course through North Country Community College for a nominal fee.*

### **Mohawk I**

Grade Level: 8-9

Prerequisite: None

Credit: 1

This course provides students with the opportunity to learn functional Mohawk in everyday contexts. The focus of learning is how nouns and verbs attach pronouns to their root forms. The students will learn forty useful and productive verbs along with noun vocabularies which will highlight the verbs learned. Students are given the opportunity to hear Mohawk sounds and learn the English sounds that correspond with them.

**Mohawk II**

Grade Level: 10-11

Prerequisite: Successful completion of Mohawk 1 and the FLACS exam.

Credit: 1

Students will review grammar of Mohawk I and explore future and past verb tenses. Students will expand their vocabulary. Emphasis is placed on developing reading, listening, writing and other speaking skills in preparation for the level III Regents exam. Students will continue cultural understanding of other countries.

**Mohawk III**

Grade Level: 10-11

Prerequisite: Successful completion of Mohawk II

Credit: 1

Students will review grammar from Mohawk II and explore most of the remaining verb tenses. These verb tenses allow students to express hopes and other abstract concepts. Emphasis is placed on developing reading, writing and speaking skills. Students will also explore culture from other countries.

**Mohawk IV**

Grade Level: 11-12

Prerequisite: Successful completion of Mohawk III

Credit: 1

This course provides students with the opportunity to be functional Mohawk speakers. The focus of learning is to develop the ability to carry on a conversation in the Mohawk language. The Mohawk writing system is learned in this level for students who are able to read Mohawk. There are twenty themes that are covered along with exercises that will encourage the students to write creatively. The other focus is on the culture of the Mohawk people and history.

## Fine Arts & Music

### Studio Art

Grade Level: 9-12  
Prerequisite: None  
Credit: 1

Studio in Art is an introduction to the high school art program designed to help the student discover why and how art is made. Aesthetics, art criticism, and art history are integrated with the development of concepts based on the elements of art and principles of design. Two-dimensional activities may include drawing, painting, printmaking, collage and lettering using a variety of media. Additionally, three-dimensional design projects using clay, plaster, and wire as media will be constructed.

### 3D Design/Sculpture

Grade Level: 10-12  
Prerequisite: Studio Art  
Credit: 1

3D Design/Sculpting is the Studio in Sculpture course. The student will be introduced to a variety of sculpting materials, processes, and concepts. Studio experience will include carving, modeling, and casting and will use subtractive and additive techniques with both representational and non-objective content. Clay, plaster, paper and found objects will be among the materials explored using the elements and principles of design as applicable to three-dimensional art. The student will study sculpture by masters of the past and present.

### Drawing & Painting

Grade Level: 9-12  
Prerequisite: Studio Art  
Credit: 1

Drawing and Painting is a studio course in which painting and drawing projects are assigned to develop technique, explore ideas, consider historical contexts and discover personal strengths and interests. Students will use a variety of drawing and painting mediums and apply their knowledge of the elements and principles of design to their work in studio and art criticism.

The student is expected to begin the process of developing a portfolio for possible admission to college or art school.

### Advanced Drawing & Painting

Grade Level: 10-12  
Prerequisite: Drawing & Painting  
Credit: 1

Advanced Drawing & Painting is a course designed for the student artist who is looking to develop a portfolio for continuing art at the college level. In many cases, students' specific interests and goals are considered in development of course projects. Self-motivated student artists in this course are required to keep a sketchbook and take an active role in developing and presenting a final portfolio of their work that portrays their individual strengths.

### Illustration

Grade Level: 9-12  
Prerequisite: Studio Art  
Credit: ½

This half year course introduces students to the art of storytelling through pictures. Students will develop their own characters, tell their own stories, and advertise for real-life events. Traditional mediums and digital tools will be used to create illustrations.

**Ceramics**

Grade Level: 9-12

Prerequisite: Studio Art

Credit: 1

Ceramics is a full year course which is designed to strengthen students' clay hand-building skills and working in the round. Projects include clay vessels of functional objects and meaningful works of art. Clay methods include pinch, coil, slab, glazing and under glazing.

**Digital Photography**

Grade Level: 9-12

Prerequisite: Studio Art

Credit: 1/2

Digital Photography is a half year course that introduces students to DSLR cameras. Students will learn how to compose photographs, manipulate photographs using various software programs, critique photographs and how to make digital portfolios of their work. Students will learn the principles and elements of Art/Design as they are applied to photography. They will also learn the history of photography and vocabulary associated with photography.

**High School Band**

Grade Level: 9-12

Prerequisite: Student should have experience playing their chosen instrument

Credit: ½

High school band is comprised mainly of students who have already participated in an instrumental program at some point. Motivated beginners are also welcome. Students will be challenged to achieve musicianship to the highest level they are able through band rehearsals, scheduled lessons and individual practice on their instrument. Mandatory concerts will be presented twice during the school year to showcase student achievement and musicianship within the band setting.

**High School Chorus**

Grade Level: 9-12

Prerequisite: None

Credit: 1

Students receive an intense study to rhythm, pitch, singing and creating music with the performance of various pieces and artists. They also are provided an opportunity to express themselves individually on solo or parts. Students are required to perform in two evening performances during the school year.



## Business

### Accounting

Grade Level: 10-12

Prerequisite: Business Math

Credit: 1

This course offers an introduction to the fundamentals of the accounting process. Students will be able to journalize transactions, prepare balance sheets, and income statements, as well as sales reports, and cash and payroll records. Monopoly is played to simulate real-life accounting procedures. Students will also team up with the Middle School Stem teams as accounting consultants. *Students may receive college credit for this course through North Country Community College for a nominal fee.*

### Business Communications

Grade Level: 9-12

Prerequisite: None

Credit: ½

This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace.

### Business Law

Grade Level: 10-12

Prerequisite: None

Credit: ½

This course introduces student to the laws that affect business and everyday situations. Topics include laws for minors, contracts, and warranties. In addition, students will learn about automobile insurance, employee rights, and wills. Students will study the court process as they participate in mock trials. This course can be used in place of Economics.

### Business Math

Grade Level: 9-12

Prerequisite: None

Credit: 1

This course demonstrates how widely math skills are used in the business world. Some of the areas covered include budgeting, loans, investing and buying and selling products and services.

### CFM (Career & Financial Management)

Grade Level 9-10

Prerequisite: None

Credit: 1

This course introduces students to the terminology and concepts associated with financial decisions and career exploration. The foundation will set students up to discover a pathway to suit their interests and abilities. CFM will target units on money management, earning potential, financial services, career choices, and preparing for the real world.

### CIS 130 (Computer Informational Systems)

Grade Level 10-12

Prerequisite: Computer Applications

Credit: 1

As a student in this course, you will learn the most important topics of Microsoft Office 2013. The foundations of all 4 Office components: Word, Excel, Access, and PowerPoint are covered as well as advance topics in Word and PowerPoint. Material can lead to preparation for a MOUS certification.

**Computer Applications**

Grade Level: 9-12

Prerequisite: None

Credit: 1/2

This course will prepare students in the proper use of keyboarding techniques. Microsoft Word 2013 and PowerPoint 2013 are used and an introduction to their menus, toolbars, and dialog boxes will be taught. Organizational skills as well as responsibility issues will be required for students to succeed in this course.

**Entrepreneurship**

Grade Level: 11-12

Prerequisite: None

Credit: ½

This course is designed to recognize a business opportunity, start a business based on the recognized opportunity, and then develop a comprehensive business plan to learn how to operate and maintain the business. Also integrated are outside examples of business strategies conducted by actual entrepreneurs.

**Graphic Design**

Grade Level: 10-12

Prerequisite: Computer Applications

Credit: 1

Students use Microsoft Publisher to create promotional designs such as marketing brochures for products and services. Students also use Adobe Photo Shop to create graphics that can be used to help market an individual's software experience.

**Marketing**

Grade Level: 11-12

Prerequisite: None

Credit: ½

This course focuses on the real-world business perspective by using examples from the marketing world to illustrate features, concepts, and activities. Information on featured companies, organizations, their products, and services is included for educational purposes. Also integrated is the importance of individual success and the finances behind it.

**Online Applications**

Grade Level: 9-12

Prerequisite: None

Credit: ½

This course introduces the student to the world of online academia using computers to create and submit all of their assignments. Google Tools, Social Media Etiquette, and proper email protocol will be implemented as students access online content management systems such as Blackboard and Moodle.

## Physical Education and Health

### **Physical Education**

Grade Level: 9-12

Prerequisite: None

Credit: ½

The focus of Physical Education at Salmon River is to provide students with the necessary knowledge and activities in order to live a healthy life. The goal is to introduce activities that will encourage and expose students to skills and games in which they can play throughout their entire lives. Each unit lasts two weeks or five days. There is a variety of activities aught including but not limited to: team and individual sports, recreational games, swimming and dance.

### **Health**

Grade Level: 9-12

Prerequisite: None

Credits: ½

High School Health covers material present in the Prentice Hall text book. The course is broken up into eight units consisting of 26 chapters. Units include: mental health, social health, nutrition, physical fitness, substance abuse, human development, preventing disease and community health and safety. Each chapter is covered over a five day period in which three major grades are assessed. Students are graded on a presentation, journal articles and the chapter exam. This class is required to meet high school graduation requirements.

## NFEC Vocational Education Programs

The Career and Technical Education (CTE) programs offer an array of specialized courses at the North Franklin Educational Center. Two of these programs are offered on the Salmon River campus; Heating, Ventilation, and Air Conditioning, and beginning with the 2015-2016 school year, welding. Each course curriculum is updated continually in order to keep students in tune with the many changes in business and industry as well as meeting the New York State Standards in Career Development and Occupational Studies (CDOS).

Most students will complete a sequence in CTE, receiving training for an entry-level position for future employment or satisfy introductory course requirements at the college level. The Franklin-Essex-Hamilton BOCES has articulation agreements allowing students to earn college credits for completing certain CTE courses. Also, academic course work is integrated to grant students credit in meeting graduation requirements: 3<sup>rd</sup> year of Science, 3<sup>rd</sup> year of math, and 4<sup>th</sup> year of English Language Arts. Work experience in business and industry is also included in the course of study.

### **Automotive Technology 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

Automotive Technology is a training program that prepares students for an entry-level position in the field of automotive repair or continuing education at a technical college. The student will develop a broad understanding of the scientific principles of the various systems used in the automobile and light truck. Training is in the areas of diagnosis, repair and preventative maintenance. The class also operates a service clinic for the real world of work performances and students participate in a work study placement with a local automotive business during the senior year.

### **Building Trades 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

Students enrolled in Building Trades will gain an understanding of the basic theories of carpentry, using the tools and equipment of the trade. They will then apply these theories to lab projects and the remodeling of a home during their two year experience

### **Cosmetology 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

Cosmetology is a two year program which offers instruction and practical experience in the skills and theory necessary to be a licensed cosmetologist. This includes care of the hair, skin nails and all related services offered in a beauty salon. Equipment used in the cosmetology laboratory is equivalent to that found in a modern shop. Students must fulfill the requirement of one thousand instructional hours. The successful completion of the program qualifies the students to take the New York State Cosmetology licensing exam.

### **Culinary Arts 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

Culinary Arts is a program of training in good preparation and service with "hands-on" experiences and related theory. Quantity commercial cooking, gourmet cooking and short-order cooking are emphasized. The intent of the program is to give students an understanding of food preparation as well as to develop skills in food management, nutrition, and food science and business practices.

### **Early Childhood Education 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

This course will provide the student with a knowledge base and practical experience in child development for application to his/her present role as a family member, a future parent, and particularly in a career. The student will explore how to help all children – prenatal through school age – establish optimal physical, emotional, social, and cognitive foundations. During the year students will be placed in educational placements where they are responsible for planning and implementing age appropriate activities in a variety of settings.

### **Electrical Trades 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

The Electrical Trades program provides classroom instruction and on-site activities in the installation, troubleshooting and repair of residential and commercial wiring systems. Training is given in the installation and maintenance of motors, generators, and control equipment used in homes, offices, stores, and factories.

### **Health Occupations 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

The goal of this course is to acquaint the high school student with a true picture of the health occupations that are available. Basic entry-level skills are taught for a variety of health occupations. The student will be objectively introduced via classroom instruction and clinical supervised experience.

### **Heavy Equipment 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

This program emphasizes the operation of the bulldozer, backhoe, dump truck, grader, and front-end loader. The program includes theory and “hands-on” experience in these areas as well as welding and preventative maintenance of the equipment. Students will be given the chance to qualify for registry with the National Center for Construction Education and Research.

### **Welding 1 & 2**

Grade Level: 11-12

Prerequisite: Successful completion of all grade 9 & 10 coursework

Credit: 4 per year

This course will be new for students beginning with the 2015-2016 school year