

Hopatcong High School

Guidance

&

Counseling Department



2011 - 2012

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PSAT
Scholarship Bulletin
Special Recognition & Leadership Programs

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Preface

It is our hope to convey to all readers the multitude of jobs and responsibilities of our guidance and counseling department. Often times overlooked as a vital member of the school system, the counselor is the liaison between the school and the parents. Our children need our guidance to achieve success personally, socially, emotionally, and academically while understanding the workings of the real world. Together with the parents, teachers, and students, the counselors can continue to steer their students in the right direction for their individual needs. The philosophy of the department, district-wide, is to advocate proactively for our students.

Chapter 1

Guidance & Counseling Staff

Contact Information

<u>Hudson Maxim</u> School Counselor	K – 1 Lisa Schuffenhauer	lschuffenhauer@hopatcongschools.org	973-770-8845
<u>Tulsa Trail</u> School Counselors:	2 – 3 Lisa Schuffenhauer Donna-Jean Lynott	lschuffenhauer@hopatcongschools.org dlynott@hopatcongschools.org	973-770-8899 973-770-8899
<u>Durban Avenue</u> School Counselor	4 – 5 Donna-Jean Lynott	dlynott@hopatcongschools.org	973-770-8966
<u>Middle School</u> School Counselors:	6 – 8		
<i>Last Names A- K</i>	Danielle Noseworthy	dnoseworthy@hopatcongschools.org	973-770-8871
<i>Last Names L – Z</i>	Jacqueline Tillson	jtillson@hopatcongschools.org	973-770-8872
<u>High School</u> School Counselors:	9 – 12		
<i>Last Names A- G</i>	Jennifer Rowland	jrowland@hopatcongschools.org	973-770-8967
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Crisis Counselor	Mary Ellen Fata	mfata@hopatcongschools.org	973-770-8991
Guidance Secretaries:	Florence Kraus	fkraus@hopatcongschools.org	973-770-8861
	Donna Annett	dannett@hopatcongschools.org	973-770-8862
K – 12 Director of Guidance	Gina Cinotti	gcinotti@hopatcongschools.org	973-770-8863

What Does the Guidance Counselor Do?

Each year, we assess how well we serviced our students, parents, and community and update our programs accordingly. We are always looking for new ways to be effective. If you would like to share ideas or have comments, please contact the Director of Guidance. Below is a snapshot of the high school Guidance programs.

High School

Grades 9 – 12

Counseling Services

- Career Counseling
- College Planning
- Conflict Resolution
- Parent Meetings
- Personal & Social Counseling

Academic Advisement & Services

- Scheduling & Curriculum Advisement
- Home Instruction
- Intervention and Referral Services (I&RS)
- Coordinate 504 procedures
- Assist with Special Education Students

College & Scholarship Advisement

- Calendar
- College Planning Handbook
- College Selection Process
- Financial Aid
- Instant Decision Days for CCM & SCCC
- Local Scholarships
- Scholarship Bulletin
- Special Recognition & Leadership Programs

Supplemental & Awards Programs

- Academic Awards
- Senior Awards
- Freshmen Orientation
- 8th Grade Orientation to HHS
- Financial Aid Night
- Mock Admissions
- Field Trips
- Parent Conferences
- Back to School Night

Standardized Testing

- Algebra 1 – End of Course Test
- AP Exams
- HSPA
- NJ Biology Competency Test
- S-Test

Registration & Withdrawal Procedures

Academic Advisement & Services

12th Grade Option (Independent Study)

Seniors may take college courses, or participate in the concurrent credit program or take online course, per the following:

1. Each senior is bound by Board Policy #5200 and #5113 which requires that thirty (30) credits of course work be taken by each student each school year. If a senior does not need thirty high school credits to reach his/her cumulative credits for graduation, the differential in credits that is necessary for graduation and the thirty credit requirement may be taken in an approved college program. The Principal may waive the 30 credit requirement on a case-by-case basis.
2. Proof of acceptance, such as a class card, to the institution must be presented to the student's guidance counselor by September 15th of the new school year. At the completion of each course, a copy of the student's transcript is to be submitted to the guidance office.
3. Parent/guardian permission.
4. Approval by the student's guidance counselor of his/her program.
5. Off-site college courses, online course credit, and independent study credit will be counted toward graduation, but will not be included in a student's GPA.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individual with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature of severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

To be protected under Section 504, a student must:

- (1) have a physical or mental impairment that substantially limits one or more major life activities.

OR

- (2) have a record of such an impairment.

OR

- (3) be regarded as having such an impairment.

Having an impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. "Major life activities" include, but are not limited to: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, etc.

DOCUMENTATION

A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. The Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

AP/Honors Courses

Students must already be in the Honors track or apply as outlined in the Curriculum Handbook. Students must have a final grade of A-, A, A+ in a prerequisite class. A portfolio and/or interview with the AP instructor, as well as the completion of the summer assignment, are also entrance criteria.

Once enrolled in an AP course, students must earn at least a "C" at the end of the first marking period (considered a probationary period). Students not earning a minimum grade of "C" at the end of the first marking period may be dropped from the course. All of the AP courses have mandatory summer assignments that will be given in the preceding school year. Any student who is unprepared on the first day of school may be removed from the course and placed in a CP level course. Students enrolled in AP courses are required to take the AP exam. Cost of each AP exam is borne by the student.

AP/Honors Courses & Class Rank

In computing averages from the purpose of determining class rank, one additional quality point will be added to the final grade point value. For example, a grade of "A", which equals four quality points in a regular course, will be given five quality points if the "A" is received in any honors or AP course.

Athletic Eligibility

A student at Hopatcong High School must maintain the following state requirements to be eligible for participation in interscholastic athletics and/or student activities:

Class of 2012

- Fall/Winter Sports 27.5 credits must be passed in June of preceding year.
- Spring Sports 13.75 credits must be passed during the first two marking periods.

Class of 2013 & Beyond

- Fall/Winter Sports 30 credits must be passed in June of preceding year.
- Spring Sports 15 credits must be passed during the first two marking periods.

Basic Skills

After students take the appropriate standardized test for their grade level, the score results will be analyzed by the principal and grade level supervisor for review of eligibility for basic skills. Basic skills courses will be scheduled for students in lieu of their elective courses.

To determine if students are eligible for basic skills, the committee will look at current grades, previous year grades, academic rigor of courses, current test scores, and previous test scores. All factors contribute to ensuring our students get the remediation they so deserve.

Computing Grades

Teachers will maintain numerical grades for work received during the marking period. Grades will be recorded numerically 0 – 100 with 60 as the passing grade. Report cards will reflect the alpha grade only. For the purpose of determining a student’s report card grade, the following scale shall be used:

Numeric Equivalent Grade

96 – 100	A+
93 – 95	A
90 – 92	A -
86 – 89	B+
83 – 85	B
80 – 82	B -
76 – 79	C+
73 – 75	C
70 – 72	C -
68 – 69	D+
66 – 67	D
65	D -
0 – 64	F

The numeric range of the alpha grade will be worth a minimum of 50 to a maximum of 59 for ninth graders ONLY and ONLY for the first marking period. For the second, third, and fourth marking periods, ninth graders will receive the actual numeric grades they earn for all four marking periods.

In grades 9 – 12, the final mark for the year is obtained by averaging the numerical grades of all the marking periods and the final exam, according to the following percentages:

Grade Weights	M1	M2	M3	M4	E1	Y1
Full Year Courses	22%	22%	22%	22%	12%	100%
PE/Health	25%	25%	25%	25%	n/a	100%
Semester 1 Courses	45%	45%	n/a	n/a	10%	100%
Semester 2 Courses	n/a	n/a	45%	45%	10%	100%

Note:

P = Pass

The following grades will be utilized for Gifted & Talented, Online Courses, and Independent Study:

ME = Medical Excuse

F = Fail

I = Incomplete

Grades of “P” and “ME” will not be considered for Rank, GPA, and Honor Roll. Incomplete grades will disqualify a student for Honor Roll.

Drop/Add Courses

Students are given an opportunity to select the course which they will take. We expect students to have a variety of learning experiences, environments, and experience with different teaching styles. It is a reasonable expectation of students to live with the choices they make, to meet a challenge where it occurs, and to work diligently in order to succeed.

If any course is to be **DROPPED**, it must be done within the time limit established by the school. The following conditions must be satisfied before approval for a course to be dropped will be granted:

1. The course must be replaced by a suitable alternative during the same period.
2. Careful review by the counselor to ensure that a change is both necessary and justified.
3. A written note from a parent/guardian is **REQUIRED** prior to the approval of the schedule change.
4. A course may only be dropped/added during its **first two (2) weeks**, except for level changes.
5. Study hall is not an elective option for students; student will be assigned to a study hall for administrative purposes only.

Examination Exemption Policy

Any student who has received a grade of “A-“, “A”, or “A+” in a course for four consecutive marking periods (two for a semester course), may be exempt from taking a final exam in that course. To be exempt from final examinations, students must have the recommendations from their classroom teachers, as well as written parental and administrative approval.

Final Examinations

Final exams will be administered at the end of each course. The exam schedule will be made approximately one month prior to the administration of exams, typically the last 4 days of school. All students are expected to take their exams on the scheduled days.

Only those students who have legitimate reasons will be allowed to make up exams. The following prerequisites must be followed in order for a student to make up a missed exam:

1. Prior to the start of exam week, a note, signed by the parent/guardian, explaining why the exam will be missed will be presented to the Principal for his approval or disapproval. The student will get a note from the Principal for a make-up exam.
2. During exam week: Upon returning to school, a note signed by the parent explaining why the student missed the exam will be presented to the Principal for his approval or disapproval. The student will get a note from the Principal, for his approval or disapproval. The student will get a note from the Principal, and this note will admit the student to the library for the make-up exam.
3. Students may only make up exams the afternoon of the following school day, unless special circumstances apply. After that they will earn a zero for the exam, unless certain circumstances apply.

Grade Point Average (GPA)

The following procedure is used to determine grade point average:

Non-Weighted Classes

	<u>Non-Weighted Courses</u>
<u>Grade</u>	<u>Weighted</u>
A +	4.3
A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
C +	2.3
C	2.0
C -	1.7
D +	1.3
D	1.0
D -	0.7
F	0.0

Weighted Classes (Honors & AP)

	<u>Weighted Courses</u>
<u>Grade</u>	<u>Weighted</u>
A +	5.3
A	5.0
A -	4.7
B +	4.3
B	4.0
B -	3.7
C +	3.3
C	3.0
C -	2.7
D +	2.3
D	2.0
D -	1.7
F	0.0

Grade Point Average = Quality Points divided by Potential Credits

Rank in class is determined by grade point average.

Valedictorian and Salutatorian will be determined at the end of the third marking period.

Grade Reporting

At the midpoint of each marking period, progress reports are available online. These notices indicate how well or poorly a student is progressing according to various indicators. In certain instance, the parent/guardian may be informed by phone if the student is in danger of failing. The progress and deficiency reports dates are listed on the school website.

Grade Reporting (continued)

Also, report cards are available online four times during the school year. Students or parents who have questions regarding achievement have the following options for communication with teachers:

1. Email – use teacher’s first name initial and entire last name @hopatcongschools.org
2. Voicemail – call the school phone number #4, #1, enter extension
3. Power School – log onto <http://powerschool.hopatcongschools.org/> to create an account. Enter the information requested. To link your children to your account, you must enter your Access ID & Access Password, which any school can give you. The Power School Parent Portal allows parents to view their child’s lunch balance and lunch transactions for the entire school year.
4. Call or email your child’s guidance counselor to discuss any other concerns. Contact information is at the front of this manual.

If parents do not have computer access at home, we can mail progress reports and report cards home upon written request.

Marking Period Dates

Marking Period timelines are established each year which average in length of 45 days. There are four Marking Periods a year and dates are posted on the Guidance website. Typically, the timelines will be:

- MP 1 September – Beginning of November
- MP 2 November – End of January
- MP 3 February – Beginning of April
- MP 4 April – June

Grading System

The following factors, where applicable are to be utilized in the formulation of student grades in all subject areas to provide a comprehensive assessment of student progress:

Tests	Projects
Quizzes	Homework
Class Participation	Notebooks
Reports	Oral & Written Term Papers

Each department within the school is required to utilize the relevant grading components listed above, and each teacher will clearly explain the value of all of the grade indicators that will be utilized for the specific courses taken at the initial meeting of all classes.

Graduation Requirements

Per a new state mandate for graduation requirements, the following chart shows the graduation requirements for each incoming ninth grade class of each school year. All students must earn 120 credits and meet the required course work show below in order to be a successful graduate.

School Year	2011-12	2012-13	2013-14	2014-15	2015-16
Graduating Class of	2012	2013	2014	2015	2016
	Credits	Credits	Credits	Credits	Credits
English	20	20	20	20	20
Science	5 Biology 10 Other Sci	5 Biology 10 Other Sci	5 Biology 10 Other Sci	5 Biology 10 Other Sci	5 Biology 5 Chem, Phys, or Env. Sci 5 Inquiry Lab Science
Social Studies	15	15	15	15	15
Financial Literacy			2.5	2.5	2.5
Physical Education & Health	20	20	20	20	20
Visual & Performing Arts	5	5	5	5	5
World Language	10	10	10	10	10
Math	5 Algebra I 10 Other Math	5 Algebra I 10 Other Math	5 Algebra I 5 Geometry 5 Other Math	5 Algebra I 5 Geometry 5 Other Math	5 Algebra I 5 Geometry 5 Algebra 2
Career-Technical Education	5	5	5	5	5
Electives	15	15	12.5	12.5	12.5
Total Credits	120	120	120	120	120
NJ State Testing					
HSPA LA	Pass	Pass			
HSPA Math	Pass	Pass			
English College/Career Readiness			Pass	Pass	Pass
NJ Biology Competency Test			Pass	Pass	Pass
End of Course Algebra 1				Pass	Pass

Guidance Appointments

- a) Students may make appointments to see their counselor by going to the Guidance Office before or during homeroom, during lunch, during a non-academic elective (gym, art, etc), or after dismissal.
- b) The Guidance Secretary will give the student an appointment pass.
- c) The student will present the appointment pass to the teacher during whose class the appointment has been scheduled.
- d) At the conclusion of the appointment, the counselor will return the appointment pass to the student indicating the time he/she left the Guidance Office. The student will be responsible for retaining the pass and presenting it to the teacher upon return.
- e) In case of an emergency, the above procedures will not apply. Emergencies will include, but not be limited to serious personal problems, immediate teacher referrals, referrals by administration, etc.
- f) When college representatives plan to make scheduled visits, notification of these visits will be made to students the previous week. If a student wishes to attend a college representative's presentation, he/she must follow the procedures as described in letter (a) above.

Homebound Instruction

Students who are ill or confined to home for medical reasons for a period of two weeks or more are entitled to home instruction with teachers assigned by the school. In order to receive this instruction, a phone call must be made to the Guidance Counselor requesting the service. A physician's note must be submitted which details:

- That home instruction is required
- The approximate length of time of home instruction needed
and
- Clearly stated diagnosis

Once the principal submits the request for home instruction for board approval, the counselor will begin to gather assignments and set up tutoring. A parent/guardian or other responsible adult must be at home during the instruction period. Teachers assigned to home instruction will call the home directly to make visitation arrangements with the parent directly.

Homework Club

Any students wishing to attend Homework Club can do so at anytime during the school year. In some case, students in academic trouble might be assigned to Homework Club. Every Tuesday, Wednesday, and Thursday, from 2:15pm – 3:15pm, a high school teacher will be on staff to assist all students in during the duration of Homework Club. This is a perfect time for students to complete homework assignments, collaborate with their peers on group projects, or to work one-on-one with a certified teacher. At the conclusion of Homework Club, students can take the late bus home.

Honor Roll

To be eligible for Honor Roll, students must successfully earn a Marking Period Grade Point Average according to the following guidelines as follows:

High Honor Roll:	3.7000 or greater
Honor Roll:	3.3000 to 3.6999

Incompletes

If students are absent from school because of illness or if they do not have their work complete, teachers may give an incomplete for the marking period. Incomplete work must be made up within ten days of the end of the marking period. Teachers will change the incomplete grade to the appropriate grade within 2 weeks.

Intervention and Referral Services (I&RS)

The Intervention and Referral Services (I&RS) for general education students is intended as a primary way in which teachers can assist a student who is at risk for school problems within the general education environment. I&RS programs are not intended to replace traditional methods or resources for helping students to function effectively in school. Rather, they exist primarily to focus on particular student problems using available resources within the general education environment.

The primary purposes of the I&RS team are to identify students in need and then plan and provide appropriate intervention for those students within the general education community; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to the I&RS or who assist in providing the intervention and referral services; and, finally, to coordinate the services of community-based social and health agencies. An I&RS team is one of the many resources used by schools to intervene with student problems, prior to Child Study Team (CST) evaluation.

The Process

The Intervention and Referral Services Team process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic and/or emotional progress in the general education setting. The team or committee collects and evaluates relevant data in order to determine or identify specific barriers to student performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to alleviate the concerns. This process is ongoing, in that it continues to identify and evaluate problems, solutions and progress within the student's academic setting.

The Phases

1. Request for Assistance
2. Information Collection – teacher input, standardized test scores, academic, attendance & discipline records
3. Parent/Guardian Notification and Participation
4. Problem Solve
5. Develop I&RS Action Plan

6. Support, Monitor and Continue the Process
7. Problem resolved or referral to CST

If the I&RS process exhausts all of the available school based regular education interventions with minimal success, the student is referred to the CST for a comprehensive evaluation in order to gather additional information as well as to determine if the student is eligible for special education and related services. The recommendation for a CST evaluation could come directly from the I&RS team or from the parent at any time during the process.

Levels Changes

To ensure the best conditions for learning, it is sometimes necessary to change the level of a course in which a student is enrolled. This change should be made only after careful consideration.

1. Level changes can be made up until the end of MP 1. After MP 1, there should be NO level changes.
2. Under certain circumstances, a student may have to drop a level after MP 1. In such a case, the grade at the time of withdrawal must be noted on the academic transcript as WP (Withdrew Passing) or WF (Withdrew Failing).
3. A change in level should only be made after contact with the counselor, parent/guardian, student, teacher, and administrator.

National Honor Society

Membership in the National Honor Society is an honor and a privilege. Students selected for membership are expected to demonstrate the qualities of scholarship, service, leadership, and character. To be eligible for membership in the Hopatcong Chapter of the National Honor Society, a student must be a member of the junior or senior class and have a cumulative GPA of 3.5 or better.

The cumulative GPA for NHS can be defined as follows:

- For juniors, at the end of Marking Period 3, a new cumulative GPA will be calculated which will include grades 9, 10, and the numeric average of courses completed over MP 1, 2, & 3 in grade 11.
- For seniors, a new cumulative GPA will be calculated to include grades 9, 10, 11, and the numeric average of courses completed over MP 1, 2, & 3 in grade 12.

At the conclusion of Marking Period 3, the NHS Advisor will make a PA announcement for qualified students to attend an interest meeting where application procedures will be discussed. Candidates who successfully demonstrate high standards of scholarship, leadership, service, and character will be invited into Hopatcong's Chapter of the National Honor Society.

Newsletter

The Guidance Newsletter is published four times a year and is posted on the school website. The purpose of each edition is to keep students and parents abreast of upcoming events and topics of importance as they relate to the function of the Guidance Office. Such topics include counselor contact information, college visitations, upcoming events, and important dates to remember. Other topics covered in the newsletter might include, but are not limited to, NCAA eligibility, college planning process, scheduling information, summer school, marking period dates, standardized testing, final exams, and summer school. If you prefer a hard copy, please call the Guidance Office to request a copy be mailed to you.

Record Keeping & Promotion

The following guidelines apply to academic tracking of course enrollment:

1. If a course is dropped before the close of MP 1, no record will be kept.
2. If a course is dropped after the close of MP 1, the student's transcript will reflect a WP (withdrawn passing) or WF (withdrawn failing) for that particular course depending on the academic standing of the student upon removal from the course. No partial credit will be given for a WP.

In high school, promotion generally means your grade assignment – Freshman, Sophomore, Junior, Senior. This is determined on a credit basis. In addition, to a specified number of credits, certain courses are required for graduation.

9th Grade – Freshman

All incoming 9th grade students

10th Grade – Sophomore

Students must complete 30 credits & pass Global Mosaic & PE 9/Health 9

11th Grade – Junior

Students must complete 60 credits & pass English 2, PE 10/Driver Ed, 1 year of Social Studies, Math, & Science.

12th Grade – Senior

Students must complete 90 credits & pass English 3, PE 11/Health 11, 2 years of Social Studies, Math, & Science.

Scheduling

While every effort is made to accommodate each student's course requests, it is sometimes necessary to make an elective change. Although the master schedule team makes every effort to fulfill course requests, you may be required to choose between courses if a conflict cannot be resolved. No specific requests for a teacher, lunch periods, PE classes, etc. will be honored. If your child has scheduling errors, you may contact the Guidance Office during the last week of August to schedule an appointment. At the opening of school, clerical errors or omission on schedules will be dealt with immediately. Other requests for schedule changes will be handled as soon as possible with seniors as first priority, then juniors, etc.

Special Education

Special education is provided to only to students who have been classified according to New Jersey Special Education Administrative Code 6A: 14. Special education programs and services are designed to deal with their unique needs while educating them in their own least restrictive environment. Their studies are outlined in their Individualized Educational Plan (IEP) and are developed by the IEP team (case manager, regular education teacher, special education teacher, parent, student when appropriate, and any others deemed necessary). Based on their needs, students may be placed in a full continuum of alternative placements ranging from general education with supplementary aids and services to in class resource programs, pull out resource programs, or special classes (behavioral disabilities, learning and/or language disabilities, multiple disabilities).

Student Records & Transcripts

Requests for student records/transcripts are to be processed through the Guidance Office. A written request by the student only must accompany each transcript request, whether the student has graduated or is a current student. Forms are available in Guidance for either case. Official transcripts may not be given to the student or parent unless in a sealed envelope. Unofficial transcripts can be given to students or parents at anytime. Please allow at least two weeks prior to deadline dates.

Summer School

Every student who fails a course is strongly encouraged to go to summer school. Underclassmen will not be permitted to “double-up” for failed courses. If a student does not attend summer school, it is possible that he/she may not graduate with his/her class in June of senior year.

If your child anticipates having to attend summer school, please be aware of the following guidelines:

1. All courses must be approved by the counselor.
2. Summer school credit will not be accepted without the “HHS Summer School Review Course Approval” form (available in Guidance) completed.
3. Students may attend one of the approved summer schools, as listed below. Specific applications and approval forms for each school are required in addition to the HHS summer school approval form.

Website

The Guidance website provides information for parents and students to access at anytime. This enables the Guidance Office to deliver time sensitive information more efficiently and effectively. Specific events are listed on the NEWS FLASH section of the main page, drawing special attention to deadlines. Please visit the website for information on the following topics: career and college exploration, curriculum handbook, financial aid, grade reporting dates, newsletter, scheduling, standardized testing, and procedures on transcripts, withdrawals, and registration.

College & Scholarship Advisement

College Planning Calendar

~Junior Year~

October

- Take PSAT
- Attend College Fair(s)
- Attend college representative visits arranged through guidance

December

- Review PSAT scores & implications with your child's counselor

January - March

- Register for **SPRING** (March, May, or June) SAT I (www.collegeboard.org)
- Establish and evaluate your personal college requirements. (tuition, location, major, etc) AND discuss them with parents

March - May

- Make appointment with guidance counselor for college counseling – parents strongly encouraged to attend.
- Explore college websites where you can find applications, deadlines, academic programs, & other admission information.
- Make a list of colleges you plan to visit. Spring vacation is a good time because most college classes are in session. . In addition, The NJ Teachers Convention which takes place in the first week of November is another time high school is closed, but college classes are in session.
-
- Students wishing to attend any of the military academies should contact Senators and Congressmen and obtain an application from the academies involved.
- Contact prospective coaches to discuss athletics

June

- Visit schools on your list. Try to narrow the list to 5 - 7 colleges to which you will apply. Obtain all applications and gather pertinent information on which you will base your final choice. Applications are usually updated in August, but check the date of the application to ensure it is current.
- Complete application essay. Prepared essays can be adapted to any essay topic requested by the college. Use essay choices on the common application. In addition, many colleges use the same application essay year after year.

July

- Submit NCAA Clearinghouse forms if you intend to participate in college athletics
<http://www.ncaaclearinghouse.net/ncaa/NCAA/common/index.html>
- The Guidance Office is open all summer to assist you. Please call ahead for summer office hours.

College Planning Calendar

~Senior Year~

September

- ◇ Select final college choices, narrow your list to 5-7 colleges (reach, realistic, & safety)
- ◇ Review & finalize requirements for essays and personal statements
- ◇ Approach teachers to write letters of recommendation (2 is usually enough). Don't forget a thank-you note!
- ◇ Register for SAT I and/or SAT Subject Tests
- ◇ Athletes must complete NCAA Eligibility Form online & request their transcripts be sent to NCAA
- ◇ Review Scholarship Bulletin for national, state, & county scholarships for which you might be eligible. Bulletin is available in the guidance office or online at www.hopatcongschools.org

October

- ◇ Complete applications for first choice colleges
- ◇ Schedule college interviews where appropriate
- ◇ Complete CSS Profile (If required by the college, this is first level of financial aid)
<http://profileonline.collegeboard.com/index.jsp>
- ◇ Review Scholarship Bulletin

October – November

- ◇ Make appointment with counselor to discuss the application process, deadlines, & secure letters of recommendations from teachers and counselors

November – December

- ◇ All applications should be submitted to your counselor by December 10th (remember to account for the Thanksgiving & Christmas breaks)
- ◇ Be cautious of Early Decision & Early Action Deadlines:
Early Decision = Binding, can only apply to ONE college
Early Action = non binding
- ◇ All interviews should be scheduled (if applicable)
- ◇ Take SAT Subject Tests (if your college requires them)
- ◇ Review Scholarship Bulletin

January

- ◇ File for FAFSA after January 1st (<http://www.fafsa.ed.gov>)
- ◇ Mid-year grades can be forwarded to the colleges to which you have applied
- ◇ Inform counselor of acceptances and rejections as they become available
- ◇ Review Scholarship Bulletin

March

- ◇ Apply for local scholarships - available in Guidance or www.hopatcongschools.org

April

- ◇ Students will receive acceptances by April 15th
- ◇ Inform counselor of acceptances, rejections, withdrawals, & wait lists

May- June

- ◇ Maintain your academic grades. Colleges look unfavorably upon grades that drop in senior year. When final grades are available, they will be sent to the college you plan to attend.

College Planning Handbook

The Guidance staff offers much assistance with the college planning process. In sophomore year, students begin to develop their thoughts on where they would like to go to college. It can sometimes be an overwhelming process, yet with our assistance it does not have to be intimidating. In March of junior year, all juniors and their parents are invited to schedule an appointment with their guidance counselor to review the college planning process. In this initial meeting you will be given a variety of documents for gathering recommendation letters as well as assistance in deriving which type of college experience you want. Subsequent appointments are highly recommended. You can find many useful resources in the office and on our website, including our College Planning Handbook, which explain everything you will need to know to begin the process. Follow the link below:

www.hopatcongschools.org/hs/PDF's/College%20Planning%20Handbook.pdf

College Selection Process

This process is not an easy one for parents or students. We invite you to make as many appointments as you may need to discuss the college selection process. A good time to begin this process is in the spring of your child's junior year, but you may begin during sophomore year as well. We will review the various criteria of selecting the right college for your child, such as, location, majors, size, atmosphere (suburban, rural, urban), tuition, selectivity, etc. We suggest narrowing your choices to 5-7 colleges. At this meeting, you will be given all the necessary forms to begin the college planning process, all of which are available on our website.

Financial Aid

Financial aid comes in many forms: scholarships, grants, loans, need-based aid, merit aid, etc. The easiest way to begin the process is as follows:

- 1) The Scholarship Bulletin has national, state, and county scholarships that are mailed to our office. Go to www.hopatcongschools.org/hs/Guidance/scholarship.htm or pick up a copy in Guidance.
- 2) The annual Financial Aid Seminar is held in December. Check out the district calendar for the specific date, time, and location.
- 3) Local scholarships will be available in March via the website and in Guidance. Interested seniors should complete an application. Typically, local scholarships are offered by local businesses, families, etc.
- 4) Merit scholarships are offered by each individual college/university. If students have a certain GPA and SAT score, then they are eligible for money from the college.
- 5) Based on your family income, you are eligible for various aid from the government, such as, grants, loans, etc. You must complete the FAFSA beginning January 1. FAFSA stands for the Free Application for Federal Student Aid.
- 6) Have questions? Call HESAA, the Higher Education Student Assistance Authority, www.hesaa.org, 800-792-8670, M-Th 8 am – 8pm, Fri 8am – 5pm.
- 7) Be very cautious of scams. Even the very popular leadership programs, scholarships, etc. are not reputable to college admission officers. A general rule of thumb – if you have to pay for a scholarship application, it's not reputable.

Financial Aid **TIMELINE**

Fall of Junior Year

- Begin exploring your financial aid options by logging onto www.fafsa4caster.ed.gov/

Summer of Junior Year

- Visit colleges to inquire about admissions/financial aid

Sept – November of Senior Year

- Check out the Scholarship Bulletin on the Guidance website or in the office
- Ask your parents to inquire about scholarships offered by their employers
- Go to <https://profileonline.collegeboard.com/index.jsp> to check if your prospective colleges require the CSS Profile

December

- Check out the Scholarship Bulletin on the Guidance website or in the office
- Attend evening Financial Aid Workshop @ HHS
- Get your PIN & parent PIN number for FAFSA submission <http://www.fafsa.ed.gov/>

January

- Check out the Scholarship Bulletin on the Guidance website or in the office
- It is suggested that your parents complete the FAFSA as soon as possible after January 1

February

- Check out the Scholarship Bulletin on the Guidance website or in the office
- Attempt to complete and mail your financial aid forms no later than February 1

Spring of Senior Year

- Apply for local scholarships available in the Guidance Office
- Await college decision on financial aid award (usually in April)

For a complete list of all financial aid topics and definitions go to

http://studentaid.ed.gov/students/attachments/siteresources/Funding_Education_Beyond_HS_2010-11.pdf

Instant Decision Days for CCM & SCCC

We sponsor two days where county college admission representatives visit Hopatcong High School to interview and review students' application packets. Representatives from Sussex County Community College and County College of Morris are represented. Here, transcripts are reviewed and registration procedures are explained. Upon the conclusion of each meeting students are accepted into their selected county college. They are given instructions to take a basic skills test which is used for academic placement. High School Guidance Counselors schedule all appointments and arrange for transcripts and applications to be processed in advance of all schedule Instant Decision Day. For specific dates of when these days are held, please go to the guidance website.

Local Scholarships

Every March, local scholarships are distributed in senior English classes. The application packet contains various scholarships sponsored by local businesses, organization, families, and other community members. The application packet is also available online. Any senior can apply by submitting an application. Most scholarships listed require one general application; however, those scholarship which require a separate scholarship application are available in the Guidance Office. The deadline is usually the second to last Thursday in March.

PSAT

All students enrolled in Global Mosaic Honors, English 2 Honors, U.S. History Honors, and 4-year college bound juniors, are encouraged to take the PSAT in October of their junior year. You can even begin taking the PSAT in your freshman year. See your counselor to sign up. The test is usually given the second Saturday in October. Find out more by going to www.collegeboard.com/student/testing/psat/about.html

NCAA Clearing House

Students who are anticipating competing in Division I or Division II must complete the NCAA Clearinghouse application after final junior grades are reported (mid-July). This form is available at <https://eligibilitycenter.org>. There is a registration fee. The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA) have established specific eligibility requirements for athletic participation. These requirements may be obtained directly from the NCAA, NAIA, or the HHS Athletic Director or from a college athletics department.

The answers to most questions can be found in this guide, <http://eligibilitycenter.org/>. If you have additional questions that cannot be answered by this guide or one of the Web sites mentioned above, please contact the eligibility center at the address and phone number below. In addition, if you are sending transcripts or additional information to the eligibility center, please use the following address.

NCAA Eligibility Center
Certification Processing
P.O. Box 7136
Indianapolis, Indiana 46207-7136
www.naaclearinghouse.net

877/262-1492 M – F, 8 am – 6 pm
317/223-0700 (international callers)

Websites:

The Coaches' Circle

www.thecoachescircle.com – must have username & password to log on. Go to www.hopatcongschools.org, click on “athletics” and then “college recruiting program”.

NCAA Freshman- Eligibility Standards – Quick Reference Sheet

http://web5.ncaa.org/ECWR2/NCAA_EMS/pdf/Quick_Reference_Sheet_for_IE_Standards-6-18-09.pdf

Guide for the College Bound Student Athlete

www.ncaapublications.com/productdownloads/CB11.pdf

Scholarship Bulletin

Every Friday, the Guidance Department will post a Scholarship Bulletin on the school website, on the Guidance Bulletin Board, and duplicate hard copies located in our office. By the end of September and through June, any scholarship mailed to our office will be posted for public view. We post national, state, and county scholarships or any other scholarships mailed to us. The application process will depend up on the organization's criteria and procedures. All information is posted on the bulletin. Some scholarships are not available for submission online. Check the bulletin for specific information.

Scholarships & Financial Aid

There are three different types of scholarships available to students: merit, family income, scholarships (local, county, state, and national):

1. Merit scholarships are offered by each individual college/university. If students have a certain GPA and SAT score, then they are eligible for money from the college. Check out the financial aid office of each college for specific information.
2. Based on your family income, you may be eligible for various aid from the government, such as, grants, loans, etc. You must complete the FAFSA beginning January 1. FAFSA stands for the Free Application for Federal Student Aid.
3. Various companies, organizations, and private families will offer scholarships to students. Applications are usually mailed to every Guidance Department. We will post all available scholarships on our Scholarship Bulletin. Local scholarships will be available in March. Interested seniors should complete an application. Typically, local scholarships are offered by local businesses, families, etc. For help with the FAFSA call HESAA, the Higher Education Student Assistance Authority. Their mission is to provide students and families with the financial and informational resources. They are non-profit and are available to answer your questions personally. THEY ARE THE BEST for individual attention.

800-792-8670

M-Th 8 am – 8pm, Fri 8am – 5pm

www.hesaa.org

Special Recognition & Leadership Programs

Throughout the year, the Guidance Department will receive information on various programs on leadership academic recognition, outstanding community service, etc. Usually, we are permitted to only select one nominee for the school. It is imperative that your child communicate all of his/her involvement in school activities, volunteer service, athletics, work experience with the counselor. The more we know, the more we can nominate our students for. If you desire you can email the counselor a list of his her activities at anytime.

Counseling Services

Career Counseling

Career education is emphasized in all aspects of the school, and especially within the Guidance Department. The counseling staff uses various guest speakers, websites, books, and assessments to reach each and every student.

In grade nine, students will meet with their counselor to take a career assessment. Students can take a career assessment, explore various careers and colleges that have those related majors, create resumes, etc. Counselors also assist and investigate job descriptions and requirements, salary guidelines, and employment outlooks.

We also offer the **Armed Services Vocational Aptitude Battery (ASVAB)** which is a [multiple choice](#) test, administered by the [United States Military Entrance Processing Command](#), used to determine qualification for enlistment in the [United States armed forces](#) and also as standardized vocational battery test.

Career services are delivered in the following manner:

1. Career conferences
2. Career speakers for specific areas
3. Counselor visits to classrooms
4. Discussion of aptitudes and interests during scheduling meetings
5. Employer information distributed within school
6. Tours of local job sites
7. Shadowing of local professionals, when necessary
8. Online resources

In addition, employment opportunities are posted on the Job Posting Bulletin Board throughout the school year.

College Planning & Counseling

In the spring of junior year, parents will receive a letter inviting them and their child for a one-on-one college planning session with the counselor. In some cases, this may be conducted in the spring of sophomore year as well. In this meeting, counselors will review the college planning timeline, review procedures and forms, and offer a suggested list of schools depending on the needs of the student's interest in college selection. It is strongly suggested that parents and student schedule as many follow up appointments with the counselor as needed.

Conflict Resolution

Students come for assistance in resolving conflicts with their peers and teachers. Counselors guide students in communication skills which include but are not limited to:

- Active Listening
- Empathy
- Anger Management
- Communicating feelings with "I" statements in place of blame

Crisis Counseling

The Hopatcong High School Crisis Intervention Counselor provides counseling services to students in need, acts as a support service for staff and parents, provides acting out students with a time out period, and helps the acting out adolescent to develop more effective coping, communication and social skills. Support is provided to students who are struggling to cope with social, emotional, mental health, environmental, legal, abuse, financial, bereavement and other life stressors which impact on the student's educational performance. The Crisis Counselor helps to link families with social service agencies as well as other resources to provide the maximum level of support for the student and their family.

Parent Meetings

It is very important during the school year that parents be kept abreast of their child's academic progress and overall development. With this objective in mind, parents are often contacted and meetings are arranged to address these issues. Other issues that might be addressed include career goals and how to achieve them, teacher/student conflicts, problems with other students, and behavior problems. At the conclusion of each meeting strategies are put in place so that the meeting's objectives are addressed. If specified goals and objectives are not accomplished within a specified time frame, further meetings may be scheduled and different strategies employed.

Personal & Social Counseling

Students come to discuss problems in their relationships with peers and family members. Feelings are expressed and facts are identified. Counselors assist students in putting information into perspective and in identifying appropriate strategies for solving these problems. Resolutions lead to an improved comfort level in the classroom and outside school. Community resources are consulted when applicable. Communication with parents is included as applicable.

Registration, Withdrawals, & Transcript Request

Change of Address & Telephone Number

If you have moved to a new residence, please remember to alert the Guidance Office of this change. Request can be made over the phone or through email. Remember to include your new address, phone number, and any emergency contact information.

Duplicate Mailings

If parents/guardians are not living in the same household, and either parent requests to be put on a duplicate mailing, all requests must be made in writing and send to the Principal. Upon receipt of the request, the parent will receive all progress reports, report cards, and any school mailings sent home.

Registration Procedures

Parents/Guardians must register their child for school, preferably in July or of the preceding school year. To register your child for school, please follow the guidelines below:

1. Complete the 13 page registration packet found online or in Guidance
2. Present TWO proofs of residences; guidelines are found on page one of the packet
3. Call the Guidance Office to schedule an appointment. 973.770.8861 or 8862
4. Call your child's previous school to request the official records be sent to:

Hopatcong High School
Guidance & Counseling Department
P.O. Box 1029, Windsor Avenue
Hopatcong, NJ 07843

ATTENTION: Student Records

5. Bring academic information with you:
 - a. Grade 9 – bring report cards from grade 6, 7, & 8 with standardized testing scores
 - b. Grades 10 – 12 – bring *TRANSCRIPTS* from previous high school years attended & standardized test scores
6. If your child is in special education, please bring copies of IEP and indicate this information to the Guidance Secretary, so that she can schedule a Case Manager to meet with you, too.

Sussex Technical School & Application Process

Students may enroll at Sussex County Technical School as full or shared time students. Students classified by the Child Study Team are permitted to attend the shared-time program in grades 9, 10, 11, & 12. General education students may attend the shared-time program in grades 11 and 12 only. All students may enroll at the Sussex County Technical School as full-time students, upon withdrawing from HHS. The shared-time program permits student to attend their high school for half of the day for specific courses required for graduation. The student is transported to Sussex County Technical School for the other half of the day to receive instruction in one of the 20 different technical areas. The technical courses award ten to fifteen credits. Students may apply for admission and visit the school for a personal interview.

Online applications and timelines can be found at www.sussex.tec.nj.us or by calling the Guidance Department at 973-383-6700.

Withdrawal from School

If you are moving out of town, only the parents/guardians of the student are permitted to officially withdraw the child from school. To withdraw your child from school, please follow the guidelines below:

1. Call your child's Guidance Counselor to alert him/her that you will be moving and your child will be attending another school.
 2. Schedule an appointment to come in and complete the withdrawal form.
 3. Upon receipt of the signed withdrawal form, we will give you the necessary documents to bring to the new school, such as:
 - Copy of the withdrawal form or transfer card
 - Transcript or report cards
 - Copy of 504, if applicable
 - Standardized testing scores
 - Discipline, attendance, and medical records
 - Birth Certificate
- *These documents are required for any registration to a public high school*
5. If your child is in special education, you must request a copy of the IEP with your Case Manager.
 6. Call the new school and schedule an appointment to register.

Transcript Requests

Graduates

To request your **graduate** transcripts be sent to an college/university, vocational school, employer, military, or other, please follow the directions below:

1. Complete and SIGN the request form located in Guidance or online
2. Indicate the correct and complete address of where you want the transcript sent.
3. Mail the completed form to:

Hopatcong High School
Guidance & Counseling Department
P.O. Box 1029, Windsor Avenue
Hopatcong, NJ 07843

ATTENTION: Registrar

4. You may also fax request at 973-398-6446, Attention: Registrar
5. Please allow up to *two weeks* for processing.

Transcript Requests (*continued*)

Current Students

To request your **current** transcripts be sent to a college/university, vocational school, employer, military, or other, please follow the directions below:

1. Complete and SIGN the request form located in Guidance or online.
2. Bring the completed form directly to your Guidance Counselor.
3. Please allow up to *two weeks* for processing.

Standardized Testing

Standardized testing is mandated by the state of New Jersey. There are a variety of tests that student are required to take throughout their high school career. All tests are outlined with a description below:

Algebra 1 – End of Course Test

The Algebra 1 End of Course (EOC) Test is given in May, and is designed to measure Algebra 1 competency in a range of algebraic topics. The test is made up of multiple questions, short answer items, and extended response items. As with the NJ Biology Competency Test, students' competency levels are accessed as either partially proficient, proficient or advanced proficient. For the high school graduating Class of 2015 and beyond, this test is a new graduation requirement.

AP Exams

AP Exams are given in May of each year. Students enrolled in AP courses are required to take the AP exam. Cost of each AP exam is borne by the student. It should be noted that if an AP course does not run for any given school year, due to low enrollment, students can take the AP Exam in May. Any student wishing to do so, must notify the Director of Guidance in written request in September of the current school year.

HSPA

The High School Proficiency Assessment is a measurement of the eleventh grade student's mastery of high school basic skills content in Language Arts and Math. Demonstrated mastery of these basic skills is necessary to earn a high school diploma. Students who have Individualized Education Plans, 504 Plans and/or limited English proficiency are provided accommodations based on individual needs articulated in their written plan. Testing for these students must take place in a separate room. Special Education students who are exempt from passing must still take the test one time only. Special Education students unable to take the test in its standard format must be given an Alternate Proficiency Assessment.

The HSPA will soon be phased out and replaced with course specific end of course exams. For math, students will have to take end of course exams in Algebra 1, Geometry, and Algebra 2. For Language Arts, students will take an English Career and College Readiness.

Beginning with the graduating Class of 2014 and beyond, students must take end of course exams in math and the English Career and College Readiness exam to successfully graduate from any public high school in New Jersey.

NJ Biology Competency Test

Starting with the 2011 administration, the End of Course (EOC) Biology test has been renamed the NJ Biology Competency Test (BCT). The purpose of this test is to assess students' competency in four areas. These are energy and the organization of living things, diversity and biological evolution, reproduction and heredity, and the environment. The test, which is composed of fifty-four multiple choice questions and two performance tasks, will be administered in May, and will determine whether a student is partially proficient, proficient, or advanced proficient in Biology. All students who are currently enrolled in a requisite biology course or the equivalent, will be required to take the test. The BCT will enable school districts to assess not only students' competency, but areas of the Biology program that should be addressed.

With the graduating Class of 2014 and beyond, students must successfully pass this exam in order to graduate from any public high school in New Jersey.

S-Test

Assessment for ninth and tenth grade students measures the student's mastery of basic skills in Language Arts and Math. The S-Test is a standardized assessment which models the format of the HSPA. Students whose scores reveal a deficiency in one or both of these content areas must be provided a basic skills course to assist them in strengthening these skills to prepare for the HSPA in the spring of grade eleven.

Supplemental & Awards Programs

Academic Awards

Every May, we hold an evening event to honor student achievement. Students are recognized for their outstanding achievement in each academic department. Also, we will honor any student who has earned honor roll or high honor roll for three consecutive marking periods. Students receive letters in April inviting them to the event. If you have any specific questions about this awards night, please call the Director of Guidance.

Back to School Night

Counselors are available during Back to School Night, along with our teaching staff. They are there to discuss any concerns you may have about your child. They will remain in their offices for the evening. It is suggested you stop by the Guidance Office during your child's lunch, free period, or gym class, if necessary. If you are unable to make it to Back to School Night, you can schedule an appointment with your child's counselor at anytime.

8th Grade Orientation to HHS

Every February, the high school administration sponsors an orientation night for parents of eighth graders. We will review the procedures and operations of the high school to help prepare parents and students with their transition to the high school in the upcoming school year. If you are unable to attend the meeting, we will post our Power Point on the high school website for your convenience.

Field Trips

The Guidance Department sponsors a field trip to the National College Fair in Edison, NJ every spring. Students must complete the required field trip form and submit materials on time. Check our website for details. Sometimes there might be other field trips available and we will sponsor additional trips; however, this will vary from year to year.

Financial Aid Night

The Guidance Department hosts an annual Financial Aid Seminar in December or January. Check out the district calendar for the specific date, time, and location. Here you will find pertinent information related to financial aid, scholarships, and how to complete the FAFSA.

Freshmen Open House

Incoming freshmen will receive their schedules through the mail prior to the start of school. There will be an Open House before the first day of school, where freshmen can familiarize themselves with the building, their lockers, classroom locations, etc.

Mock Admissions

Every November, the Guidance Department hosts a Mock College Admission night where representatives from various colleges will review actual Hopatcong High School transcripts and comment on admission decisions. Many of your questions can be answered regarding the college admission process, specifically, what colleges are looking for in potential applicants. It is strongly suggested you attend this program as early as freshman year. All are welcome.

Parent Conferences

Counselors are available in the afternoon and evening of parent conferences. Conferences are held every October in the high school gym. Each staff member will have an individual table set up and will be available for you to stop by to discuss your child's progress. Counselors, case managers, teachers, and the nurse will be in attendance. You must bring your child's schedule with you so that you know who his/her teachers are.

Senior Awards

Every June, we will host an awards night to honor the recipients of the monetary local scholarships that our seniors applied for back in March. Letters are mailed home to seniors and their parents inviting them to the event. This is a very special evening and many members of our Hopatcong community will come out to support the achievements of our seniors.

Miscellaneous

Medical Excuse for Physical Education

Students who cannot attend physical education courses and have the required doctor's written reason are excused from participating in physical education for the duration of the medical excuse. Medical excuses are not retroactive. Students may be required to attend the P.E. class and participate in adapted activities and complete written work.

Rights of Emancipated Students

A pupil who has reached the age of maturity and is emancipated may request to have his/her report card and all other school related information mailed directly home. He/she may also write and sign his/her own excuses for being absent or tardy, and permission slips to participate in athletic programs, field trips and other school events. As an emancipated student 18 years of age or older, you must still obey school rules and regulations. Any rule or practice which is appropriate to the orderly and productive administration of a school community may be applied to all within that community, including teachers, administrators and adult students. Whether you are 18 or older, you will be held accountable - in terms of grades, disciplinary sanctions or otherwise - for your attendance and conduct in school.

Voter Registration

Students are encouraged to register to vote upon reaching the age of eighteen. Eligible students may register to vote at various times throughout the school year. Announcements will be made concerning voter registration procedures.

Working Papers

Students interested in employment must submit a copy of their birth certificate and complete the appropriate form located in the Main Office. Students must have this form signed by their parent, employer and physician. Upon completion of this paper work, the student brings the form back to the Main Office for an administrative signature of approval.

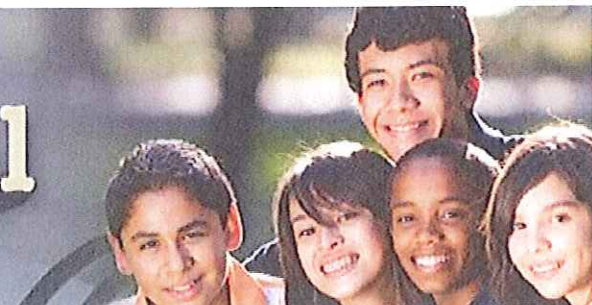
Chapter 3

Counselor Responsibilities

Each member of the Guidance and Counseling Department is responsible for putting into effect needed student services. This ongoing process should include, but is not limited to, the following:

1. Counsel with students.
2. Help teachers understand their students.
3. Establish a favorable rapport with the faculty and administration.
4. Counsel with parents. Provide information and understanding of student programs, achievement, test results and adjustments.
5. Help the student identify his/her personal needs and work toward favorable adjustments.
6. Interpret test scores and other evaluative data to the student so he/she will have a good understanding of himself/herself.
7. Identify exceptional students with a view toward helping meet their needs.
8. Assist students in exploring vocational information and in identifying appropriate careers for consideration.
9. Assist students with educational information in planning for their future.
10. Counsel students and their parents in choosing appropriate courses in high school so that the students will follow a program that best fits their educational and vocational objectives.
11. Make schedule changes as required.
12. Encourage students to participate in co-curricular activities.
13. Record and maintain notes of counseling sessions with students, teachers, parents, etc.
14. Record important data in the student's folder including events in each students' life that appear relevant to an understanding of his/her personality and goals.
15. Refer students with problems to the Intervention and Referral Services (I&RS), 504 Coordinator, or Child Study Team for appropriate action.
16. Assist in setting up instruction for homebound students.
17. Interview and provide orientation for students new to the school district.
18. Interview students withdrawing or transferring from the district.
19. Help interpret general school policies to students and parents.
20. Assist with orientation programs.
21. Plan and conduct when appropriate, group guidance activities for students and parents.
22. Administer and/or proctor state testing.
23. Interpret test results to teachers, students, and parents.
24. Check accuracy of report cards and honor roll.
25. Review credits on permanent record cards for accuracy and requirements for graduation.
26. Cooperate with the administrative staff in matters of concern to the school.
27. Recommend curricular and co-curricular activities which will meet students' needs.
28. Participate in in-service education activities.
29. Attend and participate in professional meetings.
30. Visit various industries, colleges, business and technical schools.

Who Are School Counselors?



School counselors, referred to as "guidance counselors" in the past, help every student improve academic achievement, personal and social development, and career planning. School counselors in the 21st century are highly trained educators in pre K—12 settings who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counseling programs that promote and enhance student success.

School Counselor Qualifications

School counselors are certified or licensed professionals who possess a master's degree or higher in school counseling, or a substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. School counselors are required by most public school systems to successfully complete advanced-degree coursework in the following topics:

- Human growth and development
- Counseling theory
- Individual counseling
- Group counseling
- Social and cultural foundations
- Testing and assessment
- Research and program evaluation
- Professional orientation
- Career development

School counselors also are required to complete a practicum and internship supervised by a certified school counselor in a school setting.

What Do School Counselors Do?

School counselors address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community. School counseling programs exhibit the following characteristics:

Foundational mission and goals. School counselors design, implement, and maintain guidance programs that align with the educational mission and philosophies of their schools and school districts. These programs help every student develop competencies in academic achievement, personal and social development, and career planning.

Delivery methods. School counselors follow a comprehensive guidance curriculum to work with students in individual, small group and classroom settings. School counselors help students create an academic plan for their education to prepare for successful careers after graduation and help students develop the necessary skills, such as organizational, time-management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, as well as developmental issues typical in childhood and adolescence.

Program management. School counselors manage their programs just as teachers manage their curriculum. They collaborate with administrators and other educators to ensure that the school counseling program helps fulfill the mission of the school by setting annual goals and putting mechanisms in place to facilitate the successful and effective delivery of the school

counseling program.

Accountability. School counselors hold their programs accountable for student achievement by monitoring student progress to ensure that the school counseling program meets its desired goals and objectives. School counselors collect, analyze and present statistics about grades, test scores, attendance and disciplinary records, and other information to make data-based and data-driven decisions about the school counseling program.

"The responsibilities of school counselors have increased tremendously over the years. School counselors are an integral part of the whole school community working to help children, teachers and other school personnel and parents. School counselors help children face challenges, tough classes, peer pressure, friendship problems, depression and more – all that can be roadblocks to future success."

-- Angela Reformato, a school counselor in New York

How Do School Counselors Impact Student Achievement?

Numerous research studies show that school counselors, implementing a comprehensive school counseling program, can serve a vital role in maximizing student achievement.

A research study of Florida students in 5th through 9th grades found that students in schools with a comprehensive guidance program scored significantly better on state's standardized test for reading and math.

--Does Implementing a Research-based School Counseling Curriculum Enhance Student Achievement? (Center for School Counseling Outcome Research, 2004)

School counselors provide solutions to help curb rates of school failure and dropout by addressing broader contexts that include personal, social, emotional, and career development.

--*An Investigation of a Model of Academic Motivation for School Counseling*, M. Scheel and J. Gonzalez, *Professional School Counseling*, October 2007.

School counselors are in a key position to assist schools in their education reform mandates to reduce the achievement gap among low income and minority children.

-- *Fostering Educational Resilience and Achievement in Urban Schools Through School-Family Community Partnerships*, J. Bryan, *Professional School Counseling*, February 2005.

In working with at-risk youth, a 2004 study of middle school students in Baltimore County showed that school counselors helped increase academic achievement, raise career awareness, and improve overall student self-efficacy.

-- *Impact of Career Intervention on At-Risk Middle School Students' Career Maturity Levels, Academic Achievement, and Self-Esteem*, H.L. Legum, and C. Hoare, *Professional School Counseling*, December 2004.

School counselors, because of their unique training and responsibility, have an influential role of helping students become more engaged in the academic and social arenas within the school.

--*The Multidimensionality of School Engagement and Math Achievement Among Racial Groups*, D. T. Sciarra, and H. J. Seirup, *Professional School Counseling*, April 2008.

The school counselor is an integral system support for the school-family-community relationship that meet the personal/social, academic, and career needs of a large number of students through collaboration, coordination, and consultation with school and community stakeholders.

--*An Examination of School Counselor Involvement in School-Family-Community Partnerships*, J. Bryan, C. Holcomb-McCoy, *Professional School Counseling*, June 2007.



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This publication was developed through the collaborative efforts of ACA, ASCA, and NEA.

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The Need for School Counselors

- From the American School Counselor Association

Today's school counselors are vital members of the education team. They help *all* students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

School counselors are an important part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school or middle school, high school or beyond. See the following pages for specific information on why we high school counselors and a guidance director.

Student-to-Counselor Ratios

Although ASCA recommends a 250-to-1 ratio of students to counselor, the national average is actually 467 (2007-2008 school year).

New Jersey School Counseling Mandates

Is school counseling mandated for grades K – 8?	Yes *
Mandated School Counselor-to-Student ratio:	None
Source of mandate:	State Administrative Code
Who funds mandate:	Local school board
Other:	*While school counseling programs are mandated in New Jersey, there is no rule mandating that school counselors themselves be employed in schools. http://www.state.nj.us/education/code/current/title6a/chap8.pdf

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Why High School Counselors?

- *From the American School Counselors Association*

“Today’s young people are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizens”, every student needs support, guidance, and opportunities during adolescence, a time of rapid growth and change. Adolescents face unique and diverse challenges, both personally and developmentally, that impact academic achievement.

Secondary School Students’ Developmental Needs

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Meeting the Challenge

Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Secondary school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (2), with its data-driven and results-based focus serves as a guide for today’s school counselor who is uniquely trained to implement this program. Secondary School Counselors Implement the Counseling Program by Providing:

Classroom Guidance

- Academic skills support
- Organizational, study and test-taking skills
- Post-secondary planning and application process
- Career planning
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, conflict resolution and study skills
- Career awareness and the world of work
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Goal setting
- Academic plans
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

***These examples are not intended to be all-inclusive

Secondary School Counselors Collaborate with:

Parents

Academic planning/support
 Post-secondary planning
 Scholarship/financial search process
 School-to-parent communications
 School-to-work transition programs
 One-on-one parent conferencing
 Referral process

Community

Job shadowing, worked-based learning, part-time jobs, etc.
 Crisis interventions
 Referrals
 Career education

Administrators

School climate
 Academic support interventions
 Behavioral management plans
 School-wide needs assessments
 Data sharing
 Student assistance team development

Students

Academic support services
 Program planning
 Peer education program
 Peer mediation program
 Crisis management
 Transition programs

Teachers

Portfolio development, providing recommendations and assisting students with the post-secondary application process
 Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
 School-to-work transition programs
 Academic support, learning style assessment and education to help students succeed academically
 Classroom speakers
 At-risk student identification and implementation of interventions to enhance success

Why High School Counselors?

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The professional high school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with educational reform and challenges facing today's students. Professional association membership is encouraged as it enhances the school counselor's knowledge and effectiveness.

Why a Director of Guidance?

- From the American School Counselors Association

Professional school counselors have a positive impact on student achievement through programs and services that are a part of a comprehensive school counseling program. The development and implementation of these programs, as outlined by “The ASCA National Model: A Framework for School Counseling” (ASCA, 2005), requires a collaborative effort among well-trained, highly competent professional school counselors. School counselor directors/coordinators provide leadership at the district and state levels to ensure:

- the employment of highly qualified school counselors
- the development, implementation and evaluation of comprehensive school counseling programs that benefit all students
- the availability of professional development, consultation and supervision relevant to school counseling
- the use of performance appraisal instruments based on the appropriate role of the professional school counselor

Meeting The Challenge

School counselor directors/coordinators collaborate with professional school counselors to develop, implement and evaluate comprehensive school counseling programs. Comprehensive school counseling programs, aligned with school, district and state missions, promote academic achievement and success for all students as they prepare for the ever-changing world of the 21st century. The ASCA National Model® serves as a guide for today’s professional school counselor, who is uniquely trained to implement this program. Driven by student data and based on standards of academic, career and personal/social development, these programs lead to results measured by improvement in academics, attendance and behavior of all students.

School counselor directors/coordinators:

- Advocate for the needs of students, based on school and district data
- Work to eliminate barriers to access and equity to a rigorous education for all students
- Provide information about the need for a K-12 comprehensive school counseling program to school-, district- and state-level administrators, school boards and the community
- Provide leadership toward the implementation of the comprehensive school counseling program at the school, district and state levels
- Provide leadership in the process of hiring qualified, diverse professional school counselors.
- Encourage membership and involvement in professional school counselor associations
- advocate for programs and services that lead to student success and achievement with school staff members, parents, district- and state-level staff, school board members and the community
- advocate for a professional school-counselor-to-student ratio of 1:250
- advocate for professional school counselors to spend 80 percent of their time in direct services to students as defined by the ASCA National Model®
- provide individual and group supervision to school counselors in practice
- provide leadership in the evaluation process to ensure school counselor performance appraisal is aligned with the appropriate role of the professional school counselor
- ensure regularly scheduled professional development for school counselors and for the continuous improvement of the school counseling program
- collaborate in the supervision of school counseling interns/fieldwork students

- coordinate the integration of school counseling programs with the total educational curriculum of the school district and state
- collaborate with school staff and community members on district and state leadership teams
- encourage professional school counselors to participate in school leadership teams
- provide leadership to promote equity in policies and procedures that impact students
- Collaborate or serve as a liaison with school and community officials regarding crisis response efforts

Supervision of a Comprehensive School Counseling Program

School counselor directors/coordinators have advanced training in supervision and school counseling programs. School counselor directors/coordinators provide direction to school administrators if these administrators supervise professional school counselors. School counselor directors/coordinators also provide feedback and support to professional school counselors as the school counselors develop and implement comprehensive school counseling programs.

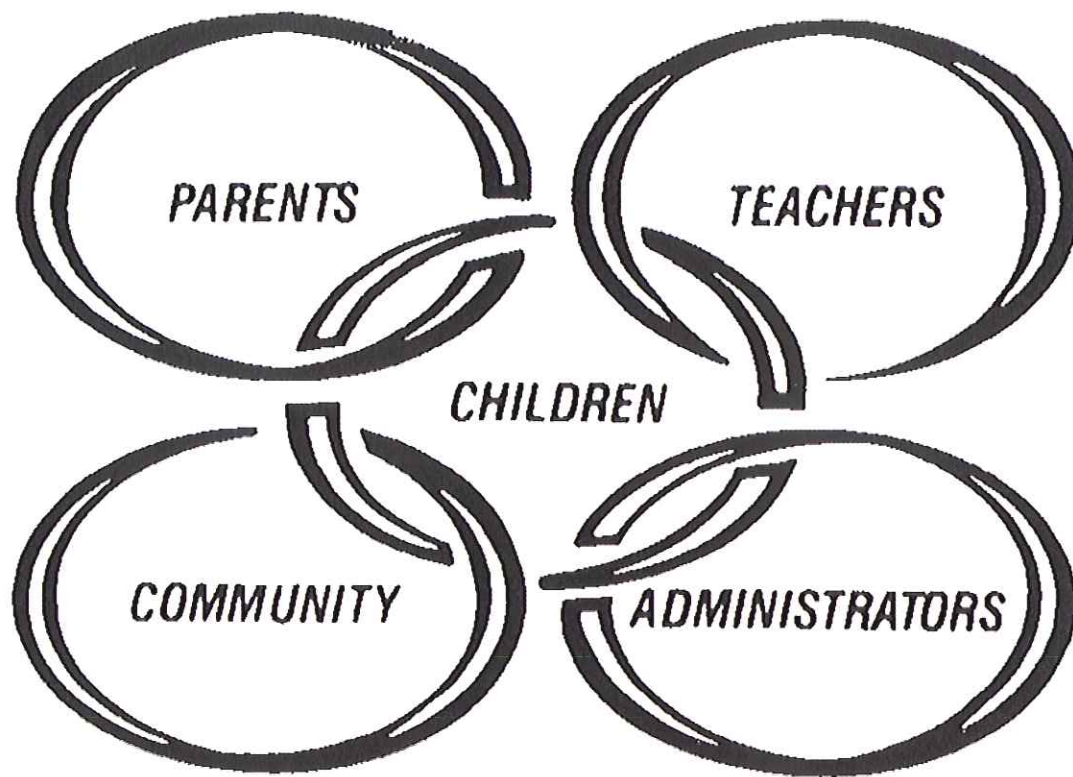
The ASCA National Model® provides in-depth information on the development of a comprehensive school counseling program. The primary responsibility of the school counselor director/coordinator in a district or state is to provide leadership and support in the development and implementation of a comprehensive school counseling program based upon the identified needs of the students in the individual school building, district or state.

A Credentialed and/or Licensed Professional

Professional school counselor directors/coordinators hold a master's degree or higher in counseling or the substantial equivalent and meet licensure and credentialing requirements in school counseling as defined by each state. These degree and licensure requirements include the completion of supervised practicum and internship/fieldwork experiences. Many states require that school counselor directors/coordinators hold administrative and/or supervisory licensure in addition to school counseling licensure.

Why School Counseling Directors/Coordinators?

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors. School counselor directors/coordinators ensure that highly qualified school counselors are hired, professional development, consultation and supervision are provided and that school counselors are evaluated in relationship to the professional competencies as outlined by the ASCA National Model. School counselor directors/coordinators also provide leadership for the development and implementation of an effective comprehensive school counseling program. Their efforts include promoting or coordinating the design, delivery, evaluation and improvement of comprehensive school counseling programs in a systematic manner to improve the academics, attendance and behavior of all students.



*Hopatcong Borough Schools
Guidance & Counseling Department*

*Please contact your school's counselor with
any questions or concerns.*

*Thank you for your continued support of our
students, staff, and programs.*

Together we can make a difference!