

Chaminade College Preparatory

Guidance and Counseling Handbook



High School Campus
Grade 9-12

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GUIDANCE AND COUNSELING HANDBOOK

Philosophy of Guidance and Counseling

God has endowed each person with intrinsic value, uniqueness and capacity for growth. The Guidance Department counselors believe that their function is to assist each student to achieve optimum potential according to the person's abilities, interests and goals.

Goals and Objectives of the Guidance Program

- A. To provide needed services to all students
 - To help the student develop a better understanding and appreciation of self, individual abilities and relationships with others.
 - To encourage the student to establish worthy educational and vocational goals and to make plans to realize these goals.
 - To assist the student in bridging the gap between elementary school and high school, between high school and college.
 - To inform students of course requirements, graduation requirements and college admissions requirements.
 - To provide information on college majors, characteristics of various colleges and financial aid for colleges.
- B. To utilize community resources in helping students solve problems, further their education, and make realistic plans for the future.

Individual Counseling/Guidance

Each student should have a minimum of one counseling session per semester with his or her guidance counselor. Some students, however, may need more frequent counseling sessions and are encouraged to sign up to meet with their counselor. Although there are many reasons for individual counseling, some areas of concern are the following:

- To assist students to achieve wholeness, integration, and autonomy.
- To address educational, personal and/or social issues.
- To motivate students in achieving short and long range goals in education.
- To counsel students who struggle academically and suggest remediation.
- To assist with course selection and student scheduling.

Group Counseling/Guidance

Small groups of students may meet periodically with a counselor. Group counseling may be conducted to improve communication, to get to know students better, or to discuss common problems and concerns. Group counseling sessions are scheduled as needed and conducted by a member of the counseling department and a peer counselor.

Peer Counseling

Peer support groups are available to Chaminade students. A counselor, seniors who have completed the Peer Facilitating course, or seniors who have previously been in a group lead these peer groups. This is an opportunity for peers to offer support to each other in a confidential group setting while under the supervision of the Guidance Department.

Student Success Team

Beginning with the 2005-2006 school year, students may be referred to our new Student Success Team if it is determined that they would benefit from such a collaborative effort. The mission statement of the SST is as follows:

In keeping with our Mission to “educate in the family spirit” through forming “an educational community with collaborative structures and processes,” Chaminade College Preparatory has created the Student Success Team. Working with the Guidance Department, the purpose of this team is for students, teachers and parents to collaborate and design strategies that will foster students’ own abilities, thus empowering them in the classroom.

If your child is referred to the SST by the Guidance Department, a member of the SST will discuss with your child the particular academic challenges they are facing in school. Afterwards, your child’s teachers will meet to discuss strategies your child may employ in and out of the classroom with the goal of helping them be as successful as they can be. Based on this input from the teachers, the SST will create a “Strategies Summary,” and have a meeting with you and your child to go over the strategies. The process is designed to empower students and give students with particular challenges individualized attention. If you have any questions about the SST, please call Mrs. Jill Stewart, Assistant Principal, at (818) 347-8300, extension 318.

School-Wide Guidance Department Events

- A. Looking Ahead to College, August 30
- B. College Fair, October 25
- C. College & Coffee, 9/28, 10/19, 11/15, 2/7, 3/8, 4/3

Specific Counseling Issues at Each Grade Level

Freshman Year

- A. Transition to high school
- B. Introduction to the Counseling Department
- C. Academic expectations
- D. Developing good study habits
- E. Involvement in athletics and extracurricular activities
- F. Community Service
- G. Preliminary ACT (PLAN), October 12

Sophomore Year

- A. Developing a competitive academic profile for college
- B. Topics dealing with “sophomore slump” and peer relationships
- C. Setting personal goals
- D. Developing leadership skills
- E. Preliminary SAT (PSAT), October 12
- F. SAT II Subject Tests

Junior Year

- A. Coping with stress and pressure
- B. Challenges of relationships
- C. College admission planning and workshops (Spring)
- D. Perseverance with coursework and importance of Junior grades
- E. Preliminary Scholastic Assessment Test (PSAT), October 12
- F. ACT or SAT I and SAT II Subject Tests, see calendar
- G. Case Studies Night, November 2
- H. Juniors & Parents “College Kickoff”, January 24

Senior Year

- A. Grad check
- B. Counseling on the college application process & importance of deadlines
- C. College representatives visit Chaminade in the first semester
- D. College workshops for Seniors (Fall)
- E. ACT or SAT I and SAT II Subject Tests, first semester only
- F. Senior parent coffee, May 15

Absence From School

Short Term Absence (less than three weeks)

During the course of the school year, parents may call the Guidance Department to request assistance obtaining assignments and homework for their child when he/she is absent from school for more than three days. Efforts are made to provide the parent with the requested information in the following manner:

- A. It is suggested that parents contact one of their child's friends here at school and obtain the assignments and the class notes.
- B. Check the teacher's web page or the Homework Calendar on the Chaminade web site.
- C. E-mail the teachers to request missed assignments.
- D. If the above proves insufficient or ineffective, the Guidance Secretary will request assignments from the various teachers and collect the work for the parent to pick up.

Long Term Absence (more than three weeks)

Absences of three or more weeks are referred to the Academic Vice Principal. In cases where the long term absence is due to a hospitalization (medical, psychiatric, or drug rehab), the student's counselor initiates and maintains ongoing contact with the hospital teacher in an effort to effect continuity. The counselor acts as liaison between parents, hospital/therapist, and the school community.

Student's Progress Following Extended Absence

After a student has been absent for an extended period of time, the counselor will see the student regularly to insure his/her readjustment to the academic demands. Tutoring and extra help with respective teachers is encouraged. The use of the Student Progress Report at this time is also recommended.

Child Abuse Reporting Policy

Child abuse is a reality of our society. Child abuse includes physical injury which is inflicted on a child by other than accidental means, emotional maltreatment, sexual exploitation or assault and child neglect.

The Child Abuse Reporting Law states that: *"...any child care custodian...who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."* For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience to suspect child abuse." (Penal Code #11166)

In a case where abuse has been suspected and needs reporting, an administrator, a teacher, or staff person may consult with a guidance counselor for assistance in making the necessary report and for possible follow-up with the victim of the abuse. Forms may be obtained in the Guidance Office. The Child Abuse Hotline number is 1-800-540-4000.

Harassment Policy

The counselors are the designated complaint managers for charges of harassment. The counselor will document the alleged harassment and will meet with all parties involved. For an explanation of Chaminade's harassment policy, refer to the Discipline Policies & Procedures in the Student/Parent Handbook.

Chaminade Special Needs Policy

The **Chaminade Special Needs Policy** is designed to assist those students who qualify for a rigorous, college preparatory curriculum, but who, through professional diagnosis, have been found to have specific learning or physiological disabilities that require accommodations.

I. Criteria To Qualify For Special Accommodations

- A. Parents desirous of academic accommodations for specific learning disabilities are required to submit documentation to verify eligibility.
- B. Documentation must:
 - 1. Be a written diagnosis that establishes the professional credentials of the evaluator, including information about licensure or certification, education, and area of specialization.
 - 2. State the specific disability as diagnosed.
 - 3. Be current, amended within three years of the time it will be used.
 - 4. Describe the presenting problem(s) and developmental history.
 - 5. Describe the comprehensive assessments (neurological and/or psycho educational evaluations) used to arrive at the diagnosis.
 - a.) For learning disabilities, provides test results, with standard scores and percentiles from:
 - i.) an aptitude assessment using a complete, valid, and comprehensive battery;
 - ii.) a complete achievement battery;
 - iii.) an assessment of information processing; and
 - iv.) evidence that alternative explanations were ruled out
 - b.) For ADD/ADHD, documentation including:
 - i.) evidence of early impairment;
 - ii.) evidence of problem and diagnostic interview;
 - iii.) evidence that alternative explanations were ruled out;
 - iv.) results from valid, standardized, age-appropriate assessments; and
 - v.) number of applicable DSM IV criteria and how they impair the individual.

- c.) For visual, hearing, and other physical disorders, provides results from complete ocular, audiologic, or other appropriate medical examination.
 - 6. Describe the functional limitations resulting from the disability, as supported by test results.
 - 7. Describe the specific recommended accommodations and provide a rationale explaining how these specific accommodations address the functional limitations.
 - 8. Be received by the Counseling Office/Director of Guidance at least two weeks before the exams for which accommodations are being requested.
- C. Documentation of disabilities must follow the guidelines published by ACT (American College Test) outlined above. By using these criteria the Middle School and the High School will be consistent with the guidelines for higher education, and this consistency will prepare our Chaminade students for future transitions. ACT Guidelines are the most detailed and comprehensive available, and our use of them will ensure that all of our students are eligible to receive accommodations at any level of standardized testing.
- D. In order to be mindful of different developmental needs at our two campuses, we may interpret these guidelines differently at the Middle School than at the High School.

II. Special Accommodations Provided By Chaminade

- A. A confidential list of students with learning disabilities is distributed to all teachers each semester alerting teachers to the nature of the difficulty.
- B. Extended time. The most common special accommodation we provide is extended time for semester exams. We intentionally use time-and -a-half rather than untimed exams because that is the typical “extended time” accommodation offered by the College Board for SAT and ACT. If extended time is approved, it must be used. In addition, it must be used for all subjects.
- C. Individual /Group meetings with counselors. Counselors will call special needs students in at least two times a year. If a student would like additional time with a counselor, he or she is always welcome to sign up for appointments in the Counseling/Guidance Office on an as needed basis.
- D. Parent Involvement. Parents are encouraged to contact the Counseling/Guidance Office with their concerns and questions. In addition, each campus hosts different forums for parent involvement.
 - 1. Middle School
 - a.) Monthly meeting for parents of children who have special needs;
 - b.) Open Forum meetings (parent to parent connections) once a month with the counselors as moderators;
 - c.) Parents occasionally meet with the grade level team to discuss student concerns.

2. High School
 - a.) Parent meetings to address the relevant issues;
 - b.) College & Coffee morning meetings for parents with the Director of Guidance and College Counselors three times per semester;.
- E. Teacher education and involvement.
 1. In-services
 2. New teacher information packets are distributed during new teacher orientation sessions.
 3. Information about learning disabilities and suggestions for assisting students is available to teachers in the Counseling/Guidance Office.
- F. We try to individualize our approach as much as possible. Consequently, some teachers *may* also allow:
 1. Extended time on class tests and quizzes
 2. Tape record lectures
 3. Not using scantron
 4. Use of a lap top
 5. Use of colored overlays
 6. Special seating
 7. Parent information sessions
 8. Special markers

III. Limitations of The Chaminade Special Needs Policy

- A. Chaminade has a rigorous college preparatory curriculum, and we do not have a “special education” program or a specific resource specialist. Consequently, it is not our policy to:
 1. Alter curriculum
 2. Shorten or excuse assignments
 3. Provide Individualized Educational Plans
 4. Mandate that teachers provide extra help such as final review sheets
 5. Provide daily reports
 6. Post assignments on-line
 7. Allow “note-takers” in class
 8. Provide alternative assessments such as “verbal” tests.
 9. Allow the choice of specific teachers or class changes based on teacher preference

IV. Review Or Revision Of The Chaminade Special Needs Policy

- A. This policy is subject to review annually.

Information from the Special Needs Coordinator
Request for Special Accommodations: *College Board and ACT*

We understand that you may or may not seek to have your son/daughter request to test with accommodations for the SAT, PSAT, AP's, and ACT. In either case, it is helpful to be aware that these testing boards may differ from Chaminade in terms of requirements for documentation to meet the standards for special accommodations. Furthermore, approval for special accommodations during final exams at Chaminade does not guarantee approval by either the College Board or by the American College Test Board. On the other hand, it is our goal to help you to navigate the eligibility process if you choose to apply.

Applying for Extended-time Testing or Special Accommodations for College Board Tests: SAT I, SAT II, AP, PSAT

- College Board encourages students to apply for necessary accommodations during 9th grade (you do not need to be registering for a test date). This will ensure that your child's eligibility is reviewed early on and if there are problems with documentation, you will have ample time to resolve them.
- You can pick-up the form for College Board's Student Eligibility in the high school Guidance Office.
- It is important to familiarize yourself with the criteria and deadlines for applications. For specific questions you can visit the College Board website at www.collegeboard.com/ssd/ or call 609-771-7137. Once you've completed your portion of the form, turn it into the Guidance Department /SSD Coordinator. We will fill in our portion and forward it to College Board.
- Be aware that the SSD Coordinator is not available during the summer months.
- FYI: The first fall SAT is Oct. 9th 2004 and eligibility forms must be postmarked by Sept. 7th. Therefore, all necessary information and documentation should be turned into us by August 24th 2004.
- FYI: For the October 18th PSAT, eligibility forms must be postmarked by September 10th and, therefore, should be turned in to us by August 24th 2004.
- College Board will notify you via you home mailing address when they make an eligibility decision.

Applying for Extended-time Testing or Special Accommodations for the ACT

- In order to apply for accommodations for the ACT, your child must also be registering for a particular test date. That is, you must include the eligibility application, the registration folder, and the ACT fee payment.
- The next test date that will allow for extended time testing is in September 2004. Unfortunately, the registration packets will not be forwarded to us until late July. If your son/daughter would like to take the ACT in September and is requesting accommodations you must pick-up a registration packet from the Guidance office (or at the front desk) in mid to late July.
- You will be able to download the eligibility form, but not the registration packet. For specific information, contact ACT via their website www.act.org/aap/disab/ or telephone at 319-337-1851.

- FYI: The ACT eligibility form must be postmarked by mid-August for the September test date. Therefore, all necessary information and documentation must be turned in to us by August 6th 2004.
- The SSD Coordinator will be available at Chaminade to answer questions, and to fill out and forward forms to ACT on Monday, July 26th from 10am to 12pm and on Monday August 2nd from 10am to 12pm. If you are not registering for the September 2004 ACT (or if you have no questions), you do not need to call or come in during either of these times.

Guidance Bulletin Boards

In the Guidance Center and in the main lobby hallways, there are several bulletin boards maintained by the Guidance Department:

Guidance Center Bulletin Boards: The bulletin boards in the hallway outside of the Guidance Office are used for informational points students. These boards provide college application information, college representative visits, college open house programs, summer opportunity programs, and test preparation programs.

Scholarship Board: The bulletin board immediately outside of the Guidance Office provides the latest information in scholarship opportunities that are available to students.

Job Opportunity Board: This board, located in the Guidance Office, is used for posting employment opportunities made available to the students