

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **12**

Overview: Students by the time they reach their senior year should have acquired the knowledge, attitudes and interpersonal skills necessary to help understand and respect self and others. They should be able to make decisions, set goals and take action. Students may require support and encouragement with handling the stress associated with making life-altering decisions.

Codes:
PS:A1.11
PS:A1.1

PS:A1.4
PS:B1.10

PS:B1.6

PB:B1.11

PS:B1.4

PS:B1.1

PS:B1.5

Skills Introduced & Standards Addressed:

- Identify personal strengths and assets.
- Develop a positive attitude toward self as a unique and worthy person.
- Evaluate the knowledge of ongoing change in making choices and developing plans.
- Demonstrate how and when to apply conflict resolution and negotiating skills.
- Use persistence and perseverance in acquiring knowledge and skills, in clouding in relation to overcoming setbacks.

Skills Reinforced & Standards Addressed:

- Apply techniques for managing stress and conflict.
- Apply effective problem solving and decision making skills to make safe and healthy choices for immediate and long-term.
- Demonstrate where, when and how to seek help for solving problems and making decisions.

Programs, Techniques & Strategies:

Individual Counseling
Topic Addressed:

- Healthy Choices/coping skills
- Decision making
- Self advocacy “Learning the System”
- Negotiating skills
- Stress Management

Group guidance sessions to address:

- Student concerns
- Special circumstances and situations

Evaluation Methods:

Student self reports
Number of senior discipline reports
Improved attendance report
Reports from parents, teachers, and students.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: 12

Overview: Students will complete the processes necessary to pursue their post-secondary career goals. Many of our students have looked at the senior year as though they have finally made it to the top of the stairs, but they need to realize that they will soon be at the beginning of another flight of stairs. At this point in their high school career it is critical that students understand the relationship between personal qualities, education and training and the world of work.

Codes:

C:B1.1

C:B2.1

C:B1.1

C:B1.2

C:C1.2

C:C2.4

C:C1.1

C:B2.1

Skills Introduced & Standards Addressed:

- Apply decision-making skills to career/college planning and career/college transitions.
- Identify and complete required steps toward transition from high school to post-secondary training or work.
- Complete career assessments to identify potential occupations suited to interests, values, and abilities if still needed.
- Explain how work can help to achieve personal success and satisfaction.
- Apply academic and employment readiness skills in work-based learning situation such as internships, job shadowing, and/or mentoring experiences.

Skills Reinforced:

- Recognize the relationship between educational achievement and career success.
- Re-evaluate personal skills, interests, and abilities and take the appropriate next step toward post-secondary career preparation.

Programs, Techniques & Strategies:

- Assist with shadowing placements
- Identify and publish senior specific Career/Post High School options in the Guidance newsletters.
- Life after Chautauqua Lake Transition Planning continues:
 - SAT, ACT if still necessary
 - College application procedures/processing
 - Letters of recommendation
 - Disseminate financial aid information via Financial Aid Night, Newsletters, and website.
 - Organize and distribute scholarship information
 - Arrange and advertise all college representative visits to the high school
 - Organize WNY mini-college fair and Military Career Day
 - Organize International Educational Opportunity Fair
 - Senior Huddles
 - Organize CLCS Alumni RAD “College Freshman” Panel discussion

Evaluation Methods:

- % Of students who go on for further education
- Number of students who have finalized their post graduate plans prior to graduation
- % Of seniors that participate in some sort of work based learning experience by the time they graduate.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **12**

Overview: Attention begins focus on student’s individual transition out of high school and onto post secondary options. Students need to realize that learning doesn’t end when they walk across the stage at graduation. On the contrary, learning is a life long activity

Codes:

- A:B2.8
- A:B2.7
- A:B2.5 }
A:C1.3 }
- A:C1.6
- A:B2.9
- A:C1.1

Skills Introduced & Standards Addressed:

- Meet graduation requirements.
- Pursue courses designed to meet long-term career and educational goals.
- Show how school success and academic achievement enhance future career and vocational opportunities.
- Be aware of the characteristics of a college/work environment especially as it differs from high school.

Skills Reinforced:

- Demonstrate the ability to balance school studies, extracurricular activities, leisure time, and family life.

Programs, Techniques & Strategies:

Senior Interviews

- Meet individually with every senior to review all credit earned and Regents Graduation requirements
- Determine Diploma Track – Regents or Advanced Regents
- Initiate post high school planning if necessary/research options
- Participate in Monthly Special Ed. & Guidance planning sessions
 - Implementing guided study halls
 - Co-teaching sections
 - Update IEP Direct
 - Maintain NCAA Clearing House
- Continue to develop our relationship with JCC to support dual enrollment classes
- Communicate with teachers, parents and students regarding Academic status
- Host and participate in weekly attendance meetings – students in jeopardy also attend

Evaluation Methods:

- Number of seniors who are eligible to participate in graduation ceremony at end of senior year.
- Number of students who started with class cohort and went on to successfully graduate
- Number of students who opt to take AP or college level course work.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **11**

Overview: Students need to become independent and responsible for themselves, their actions and the positive and negative consequences associated with decisions that are made. Students at this grade level need to learn how to become self-advocates and have the ability to be able to effectively communicate their needs and concerns with peers and adults in an appropriate manner.

Codes:

PS:A2.7
PS:B1.8

PS:B1.1

PS:O1.6

PS:B1.12

PS:B1.4

Skills Introduced & Standards Addressed:

- Understand that communication involves speaking, listening and non-verbal behavior.
- Demonstrating the ability to resist negative peer pressure and to have the confidence to make independent decisions.
- Apply effective problem solving and decision-making skills to make safe and healthy choices.
- Identify appropriate resource people in the school and the community and realize the need for seeking help.

Skills Reinforced:

- Develop an action plan to set and achieve personal goals.
- Recognize and demonstrate coping skills for managing personal crisis.

Programs, Techniques & Strategies:

- Group Counseling
- Suicide Assessments/Crisis Counseling
- Individual Counseling – Topics Addressed:
 - Communication skills
 - Goal setting
 - Independent thinking
 - Healthy choices/coping skills
 - Stress management

Evaluation Methods:

- Number of Junior Discipline referrals
- Number of referrals to outside agencies or to Partners for Children social workers
- Reports from teachers, parents and community members
- Student self-reports

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **11**

Overview: Students should be able to understand the relationship between personal qualities, education, training, and the world of work. Many students have already developed their career plans at this point. However, there are still many others that still don't have a plan for *Life after Chautauqua Lake*.

Codes:
C:A1.3
C:B1.2

C:A1.6
C:A1.8

C:A2.8

C:C1.1

C:B21.1
C:B2.2
C:B2.3

C:B2.1

Skills Introduced & Standards Addressed:

- Assess strengths based on high school performance., and apply to evaluate current career choice.
- Set career goals.
- Pursue and develop competencies in one's area of career interest.
- Demonstrate an awareness of the need for deadlines.
- Recognize the relationship between educational achievement and career success.

Skills Reinforced:

- Access and modify academic programming in order to support career goals. Assess and revise 4-year plan as necessary.
- Investigate educational and work alternatives in relationship to interests, abilities and future goals.

Programs, Techniques & Strategies:

- Identify and publish specific junior information in the Guidance newsletters.
- Coordinate specific scholarship and award opportunities.
- Introduce possible internship opportunity for senior year with the
- "Life After Chautauqua Lake" Transition planning
 - SAT, Act
 - Initiate College Search Process
 - Coordinate ASVAB testing
 - Organize military Career Day
 - Introduce Career Cruising website, if not already done
 - Introductory information relating to Financial Aid process
 - Organize WNY Mini-College Fair
 - Organize International Education Opportunity Fair
 - Junior huddles
 - Organize and Attend National College Fair
 - Introduce My College Quickstart

Evaluation Methods:

- Number of juniors choosing to take either PSAT, SAT, ACT or ASVAB examinations by end of junior year.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: 10

Overview: Students begin to understand and accept their individual identity. Student continues the processes of knowing how to make decisions, set goals, and take action.

- Codes:
- PS:P1.1 }
PS:A1.4 }
 - PS:B1.2 }
PS:B1.4 }
 - PS:B1.12
 - PS:C1.5

 - PS:B1.2
 - PS:B1.4
 - PS:C1.9

- Skills Introduced & Standards Addressed:
- Apply appropriate techniques for responsible decision-making and goal setting.
 - Practice personal responsibility for the consequences of decision-making.
 - Describe how personal, social, education and career goals are interrelated.
 - Differentiate between situations requiring peer support and those requiring adult professional help.

- Skills Reinforced:
- Realize the consequences of decisions and choices
 - Develop coping mechanisms and stress management skills
 - Continue developing anger management stalls as necessary

- Programs, Techniques & Strategies:
- Collaboration of onsite services to include: Probation, Family Service Providers, Mental Health therapist, , School Counselors, Outside counselors, and Child Protection Services.
- Crisis Counseling
 - Group Counseling
 - Individual Counseling (topics addressed)
 - Decision making
 - Goal setting
 - Stress and anger management
 - Conflict resolution
 - Relationship issues (as needed)
 - Death/dying (as needed)
 - Bullying and Harassment issues

- Evaluation Methods:
- Number of sophomore discipline referrals
 - Number of mediation sessions completed
 - Improved attendance reports
 - Reports received from teachers, parents, and students.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: 10

Overview: Students continue to develop their career plans, utilizing the skills required to investigate the world of work in relation to knowledge of self and to make realistic career choices.

Codes:

C:C1.3
C:B2.1 }
C:B2.2 }
C:B2.3 }

C:B1.2

C:B2.1

C:B1.5

C:B1.6

C:C2.1

C:B1.2

Skills Introduced & Standards Addressed:

- Complete a career interest survey.
- Assess and revise the high school plans to fit career goals.
- Describe personal strengths and weaknesses in relationship to postsecondary educations and training requirements.
- Investigate educational and vocational alternatives in relationship to interests, abilities and future goals.
- Implemented new PSAT follow-up activity, “*My Road*” and “*My College Quick Start*”.

Skills Reinforced:

- Become knowledgeable about the use of career materials and equipment and related sources.
- Make educated career planning decisions based on knowledge of personal strengths, weaknesses, and post secondary education/career requirements.
- Identify abilities, interests, and values as they relate to career planning

Programs, Techniques & Strategies:

- Initiate Career Discussions/”*Life after Chautauqua Lake*” planning
- Review and discuss 4-year Plan and establish connection to career goals.
- Identify prospective Career & Technical educations students
- Coordinate Vo-Tech Informational Meeting (December)
- Organize HEWES Vocational Center field trip
- Career Awareness articles in HS Guidance newsletter
- Introduce Career Cruising website as resource for Career Research
- Individual Counseling sessions
- Group counseling sessions
- Collaborate with classroom teachers
- Organize and Attend National College Fair Field Trip

Evaluation Methods:

- Number of sophomores who demonstrate a correlation with self identified career area and interest inventory results
- Number of sophomores able to identify correlation between academic subjects taken /standardized test results and career goals.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **10**

Overview: Academic demands increase at this level, we continue to work closely with those students who are experiencing difficulties in the classroom and in their personal lives.

- Codes:
- A:A2.4
 - A:B2.5
 - A:B2.4
 - A:B1.6
 - A:C1.6

 - A:A2.1
 - A:B1.6
 - A:C1.1

Skills Introduced & Standards Addressed:

- Demonstrate understanding of his/her strengths and weaknesses in planning an academic program
- Know the requirements for promotion and graduation
- Use assessment results in educational planning.
- Explain the rationale and application of standardized testing.
- Demonstrate internal focus of control in academic motivation and achievement.
- Be aware of the correlation between school success and the positive transition to one’s community/career path.

Skills Reinforced & Standards Addressed:

- Evaluate and modify time management techniques and study skills in response to higher levels of learning.
- Identify attitudes and behaviors that contribute to positive and negative academic performance.
- Develop a balance with academic assignments, extra-curricular activities, family life and leisure time activities in a healthy, productive manner.

Programs, Techniques & Strategies:

- Review credits earned in 9th grade and class standing
- Assign AIS according to testing results for “At Risk” students.
- Identify and publish specific sophomore information in the Guidance newsletters for parents.
- Collaborate with Faculty to identify honors, AP, Dual enrollment/college course placement
- Administer JCC placement exams, and make up exams to all 10th grade students, in preparation for 11th and 12th grade dual enrollment classes.
- Promote PSAT opportunity to Accelerated sophomores
- Course selections and course changes when appropriate and necessary
- Communicate with teachers, parents, and students regarding academic status.
- Participate in Special Ed. & Guidance scheduling planning sessions
 - Implementing guided study halls
 - Co-teaching sections
 - Update IEP Direct
- Maintain NCAA Clearing House Courses
- Promote Distance Learning Courses and attend meetings
- Host and participate in weekly attendance meetings – students in jeopardy also attend

Evaluation Methods:

- Number of students that successfully achieve sophomore standing.
- Number of sophomore IST referrals
- Number of students requiring AIS services.

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **9**

Overview: Students continue to develop a career plan for the future that recognizes their personal qualities and the educational requirements they must fulfill.

Codes:
C:B1.5
C:B1.6

C:C2.1
C:B1.2

C:C1.1

C:B1.1

C:B1.1

C:B1.1

Skills Introduced & Standards Addressed:

- Be aware of and use career resources at the high school, Career Resource Center, and Internet.
- Become aware of one's own abilities, skills, interests, experiences, and values as they relate to career options.
- Review relationship of course selection to career preparation and enroll in subjects that support career aspirations.
- Develop a plan for next school year and *discuss Life after Chautauqua Lake* options.

Skills Reinforced:
Students will pursue a planned and balanced program of study consistent with abilities, interests and education needs by:

- Becoming familiar with services, activities, programs and courses available at the high school
- Becoming aware of graduation requirements

Programs, Techniques & Strategies:

- Review/Update 4-year Plan and discuss career options
- Course selections and course changes when appropriate and necessary
- Career awareness articles in HS Guidance newsletters
- Introduce students to Career Cruising website
- Organize and Attend National College Fair
- Introduce My College QuickStart

Evaluation Methods:

- Increased use of appropriate career resources
- Increased discussion about career objectives

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: 9

Overview: The focus at this level is facilitating the adjustment of all students to the new environment and to the new academic requirements. Working closely with the student who are experiencing difficulties and developing strategies for them to be successful is an important part of this year.

Codes:

A:A1.1

A:A2.1

A:A2.5

A:B2.1

A:B1.4

A:C1.1

Skills Introduced:

- Students will be able to identify the differences in school environment and expectations between middle and high school as related to key areas.
 - Attendance
 - Organizational skills/meeting deadlines
 - School rules
 - Graduation requirements
- Be aware of the procedures to followed in seeking help from one's counselor and other school personnel
- Develop a balance with academic assignments, extra-curricular activities, family life and leisure time activities in a healthy, productive manner.

Skills Reinforced:

Programs, Techniques & Strategies:

- High school transition
- Scheduling informational meeting for 8th Graders
- Review Graduation requirements and high school expectations
- Summer transitional program
- Communicate with parents of student who are struggling
- Coordinate student, parent, and teacher communication (*via Academic support list*)
- Course selections and changes when appropriate and necessary
- Review/Update 4-year Plan and Discuss Career Options
- Assist with referrals to IST and attend IST meetings
- Fall Freshman Transition interview/group meetings
- Coordinate HS Awards Assembly
- Conduct new student registration and orientations
- Participate in Special Ed. & Guidance planning sessions
 - Implementing guided study halls
 - Scheduling Resource Rooms
 - Co-teaching sections
- Host and participate in weekly attendance meetings – students in jeopardy also attend

Evaluation Methods:

- Improved grade reports
- Improved attendance reports
- Increased number of freshman coming to guidance during 1st semester
- School personnel and family feedback

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level: **9**

Overview: This transition year requires a period of adjustment. Students must adjust to new teachers and staff, expectations and requirements and facilities and rules. The goal in this year is to aid in this process as much as possible. A timely adjustment will facilitate the education process. Both receptive and expressive communication skills are key elements to a successful transition.

- Codes:
- PS:B1.2 }
PS:A1.4 }
PS:A2.6 }
- PS:B1.4
- PS:C1.3
- PS:C1.9
- PS:A1.6
- PS:C1.5
- PS:C1.6

- Skills Introduced & Standards Addressed:
- Recognize his/her responsibilities as a high school student
 - Understand the need for communication between school, student and home
 - Identify healthy alternate solutions and effective coping skills for dealing with problems
 - Know the difference between appropriate and inappropriate physical contact and verbal expressions
 - Demonstrate responsible social skills including anger management and conflict resolution
 - Analyze the emotional and physical effects of substance abuse.
 - Be aware of referral options for self and others in need.

Skills Reinforced:

- Programs, Techniques & Strategies:
- Provide Social/Emotional support services on an individual basis or in small group meetings to address student needs including:
- Importance of extra-curricular involvement
 - Time management
 - Organizational skills
 - Conflict resolution, mediation
 - Relationship issues
 - Stress management/specific student concerns
 - Bullying and Harassment issues
- Fall Freshman Transition group meetings to address:
- Role of guidance counselor and teacher expectations
 - Services available
- Crisis Counseling

- Evaluation Methods:
- Number of Freshman discipline referrals
 - Number of mediation sessions completed
 - Number of appropriate referrals for self or others to counseling office
 - Reports received from parents, students and teachers
 - Student self-reports

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level:
8

Overview: Students develop a written career plan for the future which recognizes their personal strengths and the educational requirements they must fulfill to graduate.

Standard Code	<u>Skills Introduced & Standards Addressed:</u>	<u>Programs, Techniques & Strategies:</u>
<p>C:B1.1</p> <p>C:B1.1</p> <p>C:B1.1</p> <p>C:B1.3</p>	<p><u>High School Transition:</u> Students will pursue a planned and balanced program of study consistent with abilities, interests and educational needs by:</p> <ul style="list-style-type: none"> • becoming familiar with services, activities, programs and courses available at the high school • becoming aware of graduation requirements • becoming aware of course requirements for college • becoming aware of post-secondary educational opportunities 	<ul style="list-style-type: none"> - Group guidance sessions - Collaboration with classroom teachers - Students access career information relevant to their interests and abilities - Interest inventory results - Individual counseling sessions <p><u>High School Transition:</u></p> <ul style="list-style-type: none"> • pre-scheduling group meetings • individual meetings with students and parents
<p>C:A2.1</p> <p>C:B1.1</p>	<p><u>Skills Reinforced & Standards Addressed:</u></p> <p>Develop organizational skills</p> <p>Apply decision making skills to career planning and course selections</p>	<p><u>Evaluation Methods:</u> Creation of a career plan Creation of a four year high school plan Reports from teachers Self-evaluations</p>

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level:
8

Overview: At this level there is a greater need for understanding personal strengths and interests and to begin early stages of future planning. The student focus becomes a process of matching personal attributes to future opportunities and requirements.

Standard Code

PS:A1.10

PS:01.9

PS:C1.7

PS:B1.10

PS:C1.3

PS:C1.5

Skills Introduced & Standards Addressed:

Document personal strengths

Create techniques for managing stress

Understand consequences of decisions

Explore alternative ways to achieve goals

Understand the difference between appropriate and inappropriate comments and physical contact

Differentiate between situations requiring peer support and situations requiring adult help

Programs, Techniques & Strategies:

Group guidance sessions

Individual counseling

Investigate bullying/harassment situations; document when necessary

Crisis counseling

Facilitate mediation program as a tool for conflict resolution

Peer tutoring program

Skills Reinforced & Standards Addressed:

Practice cooperative behavior

Practice effective coping skills

Practice ways of coping with peer pressure

PS:A1.8

PS:01.10

PS:C1.8

Evaluation Methods:

Review of career plan

Student-self reports

Participation in activities and groups

Reduced number of discipline referrals

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level:
8

Overview: Continue working closely with students who are experiencing difficulties in school and in their personal lives. Attention begins to focus on the students' transition into high school and the

Standard Code

A:B2.2
A:B2.9
A:B2.9
A:B2.9

Skills Introduced & Standards Addressed:

Students will demonstrate self-understanding by:

- Developing a realistic plan for the future
- Identifying interests
- Identifying personal strengths and limitations
- Developing strategies to overcome limitations and enhance strengths

Skills Reinforced & Standards Addressed:

Programs, Techniques & Strategies:

Facilitate High School Transition Process

- Meetings with homeroom groups
- Pre-scheduling appointment group meetings
- Demonstrate knowledge of high school course plan
- Develop a career plan
- Parent high school orientation meeting
- Individual scheduling meetings with students and parents
- Collaborations with classroom teachers

Secondary guidance newsletter to parents

Tracking progress of students for attendance, grades and discipline referrals

Collaborate with teachers via team meetings
Academic improvement meetings
Identify barriers to academic success
Screen and utilize IST for students who need additional supports

Evaluation Methods:

Review written activities

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level:
7

Overview: Students should begin to understand and acknowledge who they are as individuals.

Standard Code

C:A1.3
C:A1.5
C:A1.3

Skills Introduced & Standards Addressed:

Students will develop increased self-understanding by:

- identifying personal strengths
- practicing goal setting
- identifying individual interests

Skills Reinforced & Standards Addressed:

Students use conflict resolution skills

Programs, Techniques & Strategies:

Collaboration with classroom teachers

Group and individual counseling

Classroom presentations

Evaluation Methods:

Documentation of self-perceived strengths

Teacher reports

Chautauqua Lake Central School District Secondary School Guidance Plan



Grade Level:
7

Overview: New and greater academic demands are expected at this level. Individual identity changes to a group identity and socialization is critically important. With increased academic and social demands, it is often a difficult and volatile year for many students. Relationships and academic consistency are among the challenges during this year.

Standard Code
PS:B1.5

PS:A2.4

PS:01.10

PS:A2.5

PS:B1.8

PS:A2.7

PS:A1.5

PS:A1.6

PS:A1.9

PS:A1.1

Skills Introduced & Standards Addressed:

Demonstrate where to seek help for solving problems

Recognize, respect, and appreciate ethnic, cultural diversity

Select positive coping skills for managing life events

Respect differences in various family configurations

Understand when peer pressure influences decisions

Understand that communication involves speaking, listening, and non-verbal behavior

Skills Reinforced & Standards Addressed:
Classify and appropriately express feelings

Distinguish between appropriate and inappropriate behaviors

Demonstrate cooperative behavior

Demonstrate respect for self and others

Programs, Techniques & Strategies:

Group guidance sessions

Individual counseling

Crisis counseling

Collaboration with health teacher

Informal lunch groups

Evaluation Methods:
Reports received from parents, students and teachers
Take part in various learning activities
Reduced number of discipline referrals

Chautauqua Lake Central School District

Secondary School Guidance Plan

Academic Development



Grade Level:
7

Overview: Continue working closely with those students who are experiencing difficulties. Much emphasis is placed on how current behaviors affect the future at this level.

Standard Code

A:B2.7

A:A1.5

A:B2.1

A:C1.2

Skills Introduced & Standards Addressed:

Decision making/Conflict resolution

- Students will develop an understanding of the decision making process
- Identify positive and negative behavior that affect learning
- Students will set goals and achieve them
- Consider extra-curricular and community experiences to enhance the school experience

Skills Reinforced & Standards Addressed:

Programs, Techniques & Strategies:

Large group meetings

Work with 7th grade team to develop transition Open House for upcoming 7th graders and their families – prior to the start of school.

Develop and implement a rubric and process for 6th to 7th grade acceleration

Collaborate with Tapestry Coordinator to identify appropriate families (*on going through 12th grade*).

Individual counseling

Collaboration with teachers via team meetings

Attend team meetings for students who need additional support

Volunteer programs within the school or community - Students will become aware of opportunities to help others in the school and immediate community.

Evaluation Methods:

Group exercises, transfer of knowledge to real life experiences

Community services activities

Meet with upcoming 7th graders to promote Chinese