

South Country CSD

K-12 Comprehensive School Guidance Plan



South Country Central School District
189 Dunton Avenue
East Patchogue, NY 11772
631-730-1500
www.southcountry.org

2024-2025

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Ms. Barbara Gallagher, Art

Ms. Erin Cawley, Special Education (Secondary)

Mrs. Angelina Wasson, Music

Building Administration

Bellport High School

631-730-1575

Mrs. Erika Della Rosa, Principal
Mr. Daniel Fauvell, Assistant Principal
Mrs. Heather Giacomini, Assistant Principal
Mrs. Aimee Iulucci, Assistant Principal
Mr. Bernie Soete, Assistant Principal

Bellport Middle School

631-730-1627

Dr. Jamal Colson, Principal
Ms. Manouchka Daniel, Assistant Principal
Ms. Rosa Kalomiris, Assistant Principal

Frank P. Long Intermediate

631-730-1725

Mrs. Stefanie Rucinski, Principal
Mrs. Alicia Ulberg, Assistant Principal

Brookhaven Elementary

631-730-1700

Dr. Rebecca Raymond, Principal
Mr. Anthony Cavalluzzo, Assistant Principal

Kreamer Street Elementary

631-730-1650

Mr. Sean Clark, Principal

Verne W. Critz Elementary

631-730-1975

Mrs. Mandy Mazziotti, Principal

South Haven

631-730-2180

Mr. Brian Ginty, Principal



Guidance Department

Bellport High School

631-730-1607/1608

Ms. Katelyn Burke
Mrs. Brittany Ensalata
Mrs. Patricia McCallum
Ms. Jessica Negron
Mrs. April Orenstein
Ms. Stephanie Merry

Bellport Middle School

631-730-1768

Mrs. Christina DeNapoli
Mrs. Kristin Glynn
Ms. Erin Malaney
Dr. Faith Thompson-Lee

Frank P. Long Elementary and Kreamer Street Elementary

631-730-2124

Ms. Darlene Dowler

Brookhaven Elementary and Verne W. Critz Elementary

631-730-3479

Ms. Stephanie Torres

Director of Guidance and Counseling Programs - Mrs. Jenna Restivo

Introduction

The South Country Central School District serves over 4,400 students in a suburban area on the south shore of Suffolk County in Long Island, NY. The district is a tight-knit, diverse community with a deep sense of history and small-town charm. Its 16-square mile area located in southern Brookhaven Town is comprised of the Village of Bellport, the hamlets of Brookhaven, East Patchogue and North Bellport, and parts of Yaphank and Medford. The district includes a pre-K early childhood center, three elementary schools, an intermediate school, a middle school and a high school. Bellport Senior High school is accredited by the New York State Board of Regents.

South Country Central School District

Mission Statement

The South Country Central School District will promote continuous growth and a sense of belonging through the active engagement of every student in a respectful and collaborative learning environment, characterized by academic rigor and high expectations.

Vision Statement

We believe that students are the priority in our learning community, each deserving a high-quality education to prepare them as life-long learners and participants in a diverse and rapidly changing world. We believe in the importance of cultivating critical thinking skills; a global along with multicultural perspective; and a respect for the core values of honesty, loyalty, perseverance, and compassion for each other. We believe that high expectations must be met by the equitable allocation of talented educators, leaders, resources, and support. We believe that as partners, mentors, stakeholders, and community members, we are all empowered to work together in order to provide an academic and emotional safe haven for our students where everyone is heard, valued, and respected.

South Country Central School District

Strategic Planning Goals

1. Create a safe, engaging, supportive and challenging school environment that enables student success while receiving a well-rounded education.
2. Create a culture of appreciation where we hold ourselves accountable for student success and recognize our contribution to those successes.
3. Ensure that each of our students is academically prepared to succeed in college, career, life, and the global economy.
4. Develop and implement an aligned curriculum with core learning expectations to improve the performance of all students, where teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods.
5. Promote efficiency and economy ensuring the district is delivering the best education program with the resources we have so the public gets the maximum educational return for each dollar spent.

The Guidance Department Core Values

Goal Setting

A commitment to self, others, and community by highlighting personal strengths, celebrating risk taking, and overcoming obstacles by providing a safe and supportive educational environment.

Character

A commitment to understanding and honoring our personal values and allowing those values to guide positive relationships and opportunities.

Connection

A commitment to developing relationships that foster honesty, appreciation, and positivity while creating a safe environment for expressing ideas and opinions free of judgment.

Support

A commitment to create positive and nurturing relationships while promoting self-care.

Growth

A commitment to fostering lifelong learning by encouraging flexibility, teamwork, balance, and being a positive member in our community.

As defined by the American School Counselor Association, “Professional school counselors are certified/licensed educators with the minimum of a master’s degree in school counseling and are

uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.”

Overview of Document Design

The Comprehensive Guidance Plan was developed with the participation of multiple stakeholders, including certified school counselors. The delivery of services aligns with Board priorities and our district’s philosophy. The formal organization of this plan ensures that all K-12 students receive guidance related services commensurate with the NYSED regulations.

Section §100.2(j) of the Regulations of the Commissioner of Education

New Regulations Effective July 1, 2019

The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

Overview of New York State Guidance Program Requirements *NYSED 100.2 General School Requirements

Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s)...

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (“program”) shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service

providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;


(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision... Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and



closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education...

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists)...The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education...

The South Country Central School District's Teaching and Learning Committee will serve as members of the Guidance Program Advisory Council.

School Counseling Program Development

Development & Maintenance	<p>Each year the Guidance Department, along with building and district administration, as well as the Advisory Council will assess current Guidance Department programs against NYSSCA and ASCA standards, mindsets, and behaviors, as well as other best practices to identify department needs and make recommendations for future opportunities.</p>
Professional Development	<p>Frequent professional development opportunities are provided throughout the year to help support the counselor’s access to changes in NYSED regulations, and expand their knowledge on all aspects of our Comprehensive Guidance Plan. Current and future professional development opportunities include:</p> <ul style="list-style-type: none"> ● Aligning department values with Board priorities ● Graduation and pathway information ● School counseling regulations ● Program assessments and evaluation ● Social/emotional learning ● College admissions at various institutions ● BOCES Career and Technical programs ● Counseling “best practices”
Data Analysis of Program Results	<p>Data analysis of program results in an ongoing activity and often reflects the contemporary needs of our students. Data reviewed includes:</p> <ul style="list-style-type: none"> ● Marking period performance outcomes ● Promotion and retention rates ● Course failure rates ● Assessment mastery rates ● Graduation data ● Four-year college enrollment data ● Two-year college enrollment data ● NCAA enrollment information
Closing the Gap Analysis	<p>Closing the gap analysis is conducted throughout the year and reflects the current issues facing our students. This analysis addresses academic or behavior discrepancies that exist between student subgroups.</p>
Assessment of Resources	<p>Each year the Guidance Department, along with building and district administration, as well as the Advisory Council will meet to review the current resources available for students. This process will include a review of:</p> <ul style="list-style-type: none"> ● Department budget ● Office equipment – furniture and Technology ● Guidance related service programs ● Internet based programs ● Field trips and cultural experiences ● College & Career events ● Student-to-counselor ratio ● Clerical needs ● *Learning Environment – adapting program for hybrid and remote learning. Programs may be offered in a remote setting, as needed

American School Counselors' Association (ASCA) Mindsets & Behavior Standards for Student Success:

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students:

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

<i>Learning Strategies</i>	<i>Self-Management Skills</i>	<i>Social Skills</i>
1-Demonstrate critical thinking skills to make informed decisions	1-Demonstrate ability to assume responsibility	1-Use effective oral and written communication skills and listening skills
2-Demonstrate creativity	2-Demonstrate self-discipline and self-control	2-Create positive and supportive relationships with other students
3-Use time-management, organizational and study skills	3-Demonstrate ability to work independently	3-Create relationships with adults that support success
4-Apply self-motivation and self-direction to learning	4-Demonstrate ability to delay immediate gratification for long-term rewards	4-Demonstrate empathy
5-Apply media and technology skills	5-Demonstrate perseverance to achieve long-and short-term goals	5-Demonstrate ethical decision-making and social responsibility
6-Set high standards of quality	6-Demonstrate ability to overcome barriers to learning	6-Use effective collaboration and cooperation skills
7-Identify long-and short term academic, career and social and emotional goals	7-Demonstrate effective coping skills when faced with a problem	7-Use leadership and teamwork skills to work effectively in diverse teams
8-Actively engaged in challenging coursework	8-Demonstrate the ability to balance school, home and community activities	8-Demonstrate advocacy skills and ability to assert self, when necessary
9-Gather evidence and consider multiple perspectives to make informed decisions	9-Demonstrate personal safety skills	9-Demonstrate social maturity and behaviors appropriate to the situation and environment
10-Participate in enrichment and extra-curricular activities	10-Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



Comprehensive Guidance Program Activities

Elementary Program:

A. Program Objective: To enable students to participate effectively in their current and future educational programs

1. Target Population: Grades K-5

1. Expected Outcome(s):

- Students will demonstrate continuous academic achievement as they progress through elementary school
- Transition to next grade level
- Students develop age appropriate developmental and educational skills

1. Measuring Outcome(s) by:

- Trimester report cards
- NYS and local assessments
- Teacher feedback with regard to push-in classroom activities

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Attendance Intervention	K-5	School Counselor Teacher School Social Worker Administrator	Ongoing
Community Outreach	K-5	School Counselor School Social Worker	Ongoing
Crisis Intervention	K-5	School Counselor School Social Worker School Psychologist Behavioral Consultant	Ongoing
CSE/504	K-5	CSE/504 committee members	Ongoing
FBA, BIP, & crisis intervention	Identified student and students of concern	School Counselor School Psychologist School Social worker Teacher Behavioral Consultant	As needed
Field trip/guest speakers	K-5	Teacher	Ongoing
Google Classroom	K-5	School Counselor	Ongoing
Group counseling	K-5	School Counselor School Social Worker School Psychologist	Ongoing

Kindergarten screening	Incoming kindergarten students	Teacher	Spring
Northwest Evaluation Association (NWEA) Map Assessment	K-5	Teacher	Fall Winter Spring <i>K- is Winter and Spring only</i>
NYS Assessments	3-5	Teacher	Spring
Parent-Teacher Conferences	K-5	School Counselor School Psychologist School Social Worker Teacher	Fall and spring
Multi-Tiered System of Support	K-5	School Counselor Administrator Teacher School Psychologist School Social Worker Behavioral Consultant	Ongoing
Restorative Practices/Community Circles	K-5	School Counselor School Social Worker Teacher	Ongoing
School Articulation	3 to 4 5 to 6	School Counselor School Social Worker Administrator Teacher	Spring
Second Step	K-5	School Counselor School Social Worker School Psychologist Teacher	Ongoing
Student Ambassadors	3-5	School Social Worker Teacher	Ongoing
Student Support Team Meetings	K-5	School Counselor School Social Worker School Psychologist Administrator Behavior Consultant	Ongoing
Teaching SEL through Literature	K-5	School Counselor School Social Worker Teacher School Psychologist	Ongoing
Time to Reflect: calm down corner, reflection room	K-5	School Counselor School Social Worker School Psychologist Administrator Teacher	Ongoing

A. Program Objective: To assist students who exhibit attendance problems

B. Target Population: Grades K-5

C. Expected Outcome(s):

- Students will attend class on time and regularly
- Parent involvement and support - partnerships
- Decrease in absenteeism

D. Measuring Outcome(s) by:

- Monthly monitoring and year end reports
- Decrease in MTSS referrals for absenteeism

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Attendance Intervention : phone call, letter, counseling	K-5	School Counselor Teacher School Social Worker Administrator	Ongoing
Child Protective Services	K-5	Mandated Reporter	As needed
Google Classroom	K-5	School Counselor	Ongoing
Outside Agency Referral	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Parent-Teacher Conferences	K-5	School Counselor School Social Worker School Psychologist Teacher	Fall and Spring
Multi-Tiered System of Support (MTSS) Referral	K-5	All school personnel	Ongoing
Student Support Team Meeting	K-5	School Counselor School Social Worker School Psychologist Administrator	Ongoing
Written communication to parents /guardian	K-5	Administrator	As needed

A. Program Objective: To assist students who exhibit academic difficulty

B. Target Population: Grades K-5

C. Expected Outcome(s):

- Students will increase performance on state assessments
- Student will improve achievement
- Students will learn necessary academic skills for the next grade level
- Students needing AIS services will be identified and support will be provided

D. Measuring Outcome(s) by:

- Trimester Report Card
- Promotion to the next grade level
- Review New York State assessments and benchmarks

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Parent-Teacher Conferences	K-5	School Counselor School Social Worker School Psychologist Teacher	Fall and Spring
Multi-Tiered System of Support (MTSS)	K-5	School Counselor School Social Worker Administrator School Psychologist	Ongoing
Student Teacher conferences	K-5	Teacher	As needed
Written communication to parents /guardian	K-5	Administrator	As needed

A. Program Objective: To assist students who exhibit behavioral or adjustment difficulty

B. Target Population: Grades K-5

C. Expected Outcome(s):

- Students will show improvement in behavior
- Students will show improved adjustment to school
- Students will develop positive peer relationships

D. Measuring Outcome(s) by:

- Reduced disciplinary concerns
- Classroom observations
- Decrease in removal from class
- Review Brief Externalizing and Internalizing Screener for Youth results

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Crisis Intervention	K-5	School Counselor School Social Worker School Psychologist Administrator Behavioral Consultant	Ongoing
Group Counseling	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Individual Counseling	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Outside Agency Referral	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Parent-Teacher Conferences	K-5	School Counselor School Psychologist School Social Worker Teacher	Fall and Spring
Peacemaking Skills	K-3	School Social Worker	Fall

Multi-Tiered System of Support (MTSS)	K-5	School Counselor School Social Worker School Psychologist Administrator Behavioral Consultant	Ongoing
Restorative Practices/Community Circles	K-5	School Counselor School Social Worker Teacher	Ongoing
Second Step	K-5	School Counselor School Social Worker School Psychologist Teacher	Ongoing
Skillstreaming	K-5	School Social Worker	Ongoing
Student Support Team Meeting	K-5	School Counselor School Social Worker School Psychologist Administrator	Ongoing
Teaching SEL through literature	K-5	School Counselor School Social Worker Teacher School Psychologist	Ongoing
Time to Reflect: calm down corner, reflection room	K-5	School Counselor School Social Worker School Psychologist Administrator	Ongoing

- A. Program Objective:** To educate students concerning personal safety
- B. Target Population: Grades K-5**
- C. Expected Outcome(s):**
- Students will increase their awareness to recognize potentially dangerous situations
 - Develop coping skills to assess situations and decision-making
 - Develop positive peer and adult relationships
- D. Measuring Outcome(s) by:**
- Observe appropriate and positive behavior at unstructured times
 - Parental feedback
- E. Program Description:**

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Bulletin Board Displays	K-5	School Counselor Teacher School Social Worker School Psychologist Administrator	Ongoing
Crisis Intervention	K-5	School Counselor School Social Worker School Psychologist Administrator Behavioral Consultant	Ongoing
Group Counseling	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Individual Counseling	K-5	School Counselor School Social Worker School Psychologist	Ongoing
Peacemaking Skills	K-3	School Social Worker	Fall
Red Ribbon Week	K-5	School Counselor Administrator School Social Worker Teacher	October
Second Step	K-5	School Counselor School Social Worker Teacher	Ongoing
Teaching SEL through literature	K-5	School Counselor School Social Worker Teacher School Psychologist	Ongoing
Erin's Law	K-5	Teacher School Social Worker	Fall

A. Program Objective: To encourage and increase parental involvement and participation

B. Target Population: Grades K-5

C. Expected Outcome(s):

- Educate parents on educational programs available and goals for their child
- Include parents at planned school events
- Develop educational partnerships
- Discuss student progress

D. Measuring Outcome(s) by:

- Increase parent involvement at evening programs, school function activities and conferences

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Community Multicultural Celebration	K-5	School Counselor School Social Worker Administrator Teacher	October
Career Day	K-5	School Counselor School Social Worker Administrator Teacher	Winter /Spring
Student Support Newsletter	K-5	School Counselor School Social Worker	Fall, Winter and Spring
Parent-Teacher Conferences	K-5	School Counselor School Social Worker Teacher School Psychologist	Fall and Spring
Shared Decision Making Team	K-5	Various school personnel	Ongoing

A. Program Objective: To assist student transition to the Intermediate School and Middle School

B. Target Population: Grades 3 and 5

C. Expected Outcome(s):

- Students will have a positive transition to their new building
- Students schedules will appropriately reflect their academic needs and necessary support

D. Measuring Outcome(s) by:

- Teacher, parental and administrative feedback
- Decrease in support services at next level with regard to transition
- Review progress reports and report cards

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Field Trip/School speaker/Introduction Video	3 and 5	School Counselor Teacher Administrator	Spring
Google Classroom	K-5	School Counselor	Ongoing
Restorative Practices/Community Circles	K-5	School Counselor School Social Worker Teacher	Ongoing
School Articulation	3 to 4 5 to 6	School Counselor School Social Worker Administrator School Psychologist Teacher	Spring

A. Program Objective: To promote college awareness

B. Target Population: Grades K-5

C. Expected Outcome(s):

- Begin exposing students to the topic of college option
- Expose students to post-secondary key terms
- Provide visuals that represent college

D. Measuring Outcome(s) by:

- Feedback from teachers and administrators
- Increase student dialogue about colleges

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Bulletin Board Displays	K-5	School Counselor Teacher	Ongoing
Career Day	K-5	School Counselor Administrator Teacher	Winter
College Corner	K-5	School Counselor School Social Worker Administrator School Psychologist	Ongoing
College and Career Week	4-5	School Counselor Teacher	Spring
College Shirt Day	K-5	All school personnel	October and May
Google Classroom	K-5	School Counselor	Ongoing
Graduation walks	K-3	School Counselor Administrator Teacher	June

A. Program Objective: To promote career awareness

B. Target Population: Grades K- 5

C. Expected Outcome(s):

- Self Exploration
- Begin knowledge of career opportunities
- Expose students to career key terms
- Provide visuals that represent careers

D. Measuring Outcome(s) by:

- Teacher, counselor and student feedback will be assessed
- Increase student dialogue of interest as it relates to careers
- Increase student dialogue of interest

E. Program Description:

Activity	Target or Sub group/Grades	Staff assigned	Dates of Activity
Bulletin Board Displays	K-5	School Counselor Teacher	Ongoing
Career Day	K-5	School Counselor Administrator Teacher	Winter
College Corner	K-5	School Counselor School Social Worker Administrator School Psychologist	Ongoing
College and Career Week	4-5	School Counselor Teacher	Spring
Google Classroom	K-5	School Counselor	Ongoing
Teaching through literature	K-5	School Counselor School Social Worker School Psychologist Teacher	Ongoing

Middle School Program:

A. Program Objective: To orient parents and students through transitions, both into middle school and preparing for high school.

B. Target Population: Grades 6-8

C. Expected Outcomes(s):

- 6th graders and new entrants will demonstrate an understanding of school opportunities and resources by joining clubs/sports and attending extra help
- New students will develop an awareness of teacher expectations and curriculum so that academic achievement can be obtained upon arrival
- Students will develop an understanding of high school curriculum so that they are engaged in the scheduling process and prepared for the new demands of high school
- Students will complete required summer assignments for specific 9th grade classes

D. Measuring Outcomes(s) by:

- Number of parents who attend Meet the Teacher Night
- Number of parents who attend High School Transition Nights
- Number of students who attend 6th grade and 9th grade Orientations
- Number of new entrants and 6th grade students addressed at Student Support Team meetings who are struggling with the transition
- 8th grade exit survey results which measure students' preparedness for high school

E. Program Expectations:

Activity	Target or Sub Group/Grade(s)	Dates of activity
1. 6th grade Transition Lessons	6	Fall
2. 6th grade Individual Guidance Meetings	6	Fall
3. 8th grade Exit Survey	8	Spring
4. 8th grade Individual Transition Guidance Meetings	8	Winter

5. 8th to 9th grade Transition Presentation	8	Winter
6. 8th grade Naviance Classroom Presentation	8	Fall
7. Academic Intervention Meetings	6-8	On-going
8. Attendance meetings and phone calls	6-8	On-going
9. Bellport High School Articulation	8	Spring
10. Frank P. Long Articulation	6	Spring
11. Community and Parent Engagement through the Guidance website, Instagram	6-8	On-going
12. Committee on Special Education meetings/Placement Changes	6-8	On-going
13. New Entrant Meetings / Cultural Transition Guide	6-8	On-going
14. Parent/Teacher/Guidance Conferences	6-8	On-going
15. Scheduling / Placement Review / Letter to parents about upcoming course selection	6-8	Winter / Spring
16. Special Education Referrals	6-8	On-going
17. Student Portal Account Management	6-8	On-going
18. Student Support Team Meetings	6-8	On-going
19. Guidance Video Presentations	6-8	On-going
20. Guidance Google Classroom Content and Maintenance	6-8	On-going
21. Restorative Practices / Community Circles	6-8	On-Going
22. Identifying Missing In Learning Students - Interventions	6-8	On-Going

A. Program Objective: To assist students who are exhibiting attendance difficulties.

B. Target Population: Grades 6-8

C. Expected Outcomes(s):

- Students will attend school regularly
- Students will consistently arrive to school on time
- Parents will understand the connection of absences with poor student achievement
- Parents will understand the impact that absences have on the lack of preparedness for high school
- Parents will participate in improving their child's attendance

D. Measuring Outcomes(s) by:

- Number of times a student is addressed at Student Support Team meetings as it pertains to attendance
- Number of home visits
- Number of parent phone calls and meetings as it pertains to attendance
- Number of outside agency referrals

E. Program Expectations:

Activity	Target or Sub Group/Grade(s)	Dates of activity
1. 6th grade Individual Meetings	6	Fall
2. 7th Grade Individual Meetings	7	Winter
3. 8th Grade Individual Transition Meetings	8	Winter
4. 8th to 9th Grade Transition Presentation	8	Winter
5. Academic Intervention Meetings	6-8	On-going
6. Academic Intervention Meeting Parent Contact	6-8	On-going
7. Attendance parent meetings and phone calls	6-8	On-going
8. Articulation meetings at Bellport High School and Frank P. Long	6-8	Spring
9. Community/Parent engagement through website, Instagram	6-8	On-going
10. Crisis Intervention	6-8	On-going

11. Committee on Special Education meetings/Placement Changes	6-8	On-going
12. Individual Counseling sessions	6-8	On-going
13. Group Counseling	6-8	On-going
14. New Entrant Meetings	6-8	On-going
15. Outside Agency Referral	6-8	On-going
16. Parent Teacher Guidance Conferences	6-8	On-going
17. Reflection Room Support	6-8	On-going
18. Multi-Tiered System of Support (MTSS) Meetings	6-8	On-going
19. Student Portal Account Management	6-8	On-going
20. Student Support Team Meetings	6-8	On-going
21. Guidance Video Presentations	6-8	On-going
22. Guidance Google Classroom Content and Maintenance	6-8	On-going
23. Restorative Practices / Community Circles	6-8	On-going
24. Identifying Missing In Learning Students - Interventions	6-8	On-going

A. Program Objective: Help students identify interests and how they relate to college and career

B. Target Population: Grades 6 - 8

C. Expected Outcomes(s):

- Understanding postsecondary education and life-long learning are necessary for long-term career success
- Students foster belief in using abilities to their fullest to achieve high quality results and outcomes
- Foster a positive attitude toward work and learning

D. Measuring Outcomes(s) by:

- Student report card data
- Student attendance data
- Group and Individual Meeting attendance
- Participation in Career and College Awareness Programs

E. Program Expectations:

Activity	Target or Subgroup	Dates and Activities
Individual Counseling	6-8	On Going
Grade Level Career Classroom Push Ins	6-8	On Going
8th Grade Transition Assembly	8	On Going
Naviance Presentation	6-8	Fall
Academic Intervention Meetings	6-8	On Going
Interview Attire Day	6-8	Spring
College and Career Awareness Week (Career Cafe grade 6, Budget Simulation grade 7, Career presentation grade 8)	6-8	Spring
Mock Interview Program	6-8	Spring
Special Education Meetings (CSEs)	6-8	On Going
Scheduling and Placements	6-8	On Going
Student Portal Account Management	6-8	On Going
Grade Level Individual Student Meetings	6-8	On Going
Guidance Video Presentations	6-8	On Going
Guidance Google Classroom Content and Maintenance	6-8	On Going
Career Spotlight Videos	6	On Going
College Spotlight Videos	8	On Going

A. Program Objective: To educate students in Social Emotional Learning and Personal Safety Concerns

B. Target Population: Grades 6-8

C. Expected Outcomes(s):

- Student will learn coping skills to navigate real world situation in a healthy way and demonstrate personal safety skills
- Students will exhibit and practice empathy for self and others
- Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- Student will learn to effectively communicate their needs and learn to utilize resources as needed
- Assist students in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being

D. Measuring Outcomes(s) by:

- Number of times student is addressed at Student Support Team Meetings
- Individual and Group Counseling Attendance
- Number of referrals to Outside Agencies and Resources

E. Program Expectations:

Activity	Target or Subgroup	Dates and Activities
Academic Intervention Meetings	6-8	On-Going
6th Grade Individual Meeting	6	Fall
7th Grade Individual Meeting	7	Late Fall/Winter
8th Grade Individual Meeting	8	Late Winter/ Spring
Individual Counseling	6-8	On-Going
Group Counseling (i.e. Coping Cats, Why Try, Children In Change, Etc.)	6-8	On-Going
Classroom Push Ins	6-8	On-Going
Grade Level Assemblies	6-8	On-Going
Crisis Intervention (DASA, Mediations, Threat Assessments)	6-8	On-Going
Outside Agency Referrals	6-8	On-Going
Reflection Room Support	6-8	On-Going
Parent Teacher Conferences	6-8	On-Going
Multi-Tiered System of Support (MTSS) and Student Support Team Meetings	6-8	On-Going
Professional Development and Training	6-8	On-Going
Attendance Meetings and Interventions	6-8	On-Going
Guidance Video Presentations	6-8	On Going
Restorative Practices / Community Circles	6-8	On-Going

A. **Program Objective:** Advisory assistance to encourage parental and community involvement

B. **Target Population:** Grades 6-8

C. **Expected Outcome(s):**

- Increased parent/community awareness of guidance initiatives and activities
- Increased parent/community participation with guidance initiatives and activities
- Increased positive perception of the school among parents and community members
- Increased parent involvement and engagement with student achievement

D. **Measuring Outcome(s) by:**

- Parent meeting and program attendance
- Parent Climate Survey results

E. **Program Description:**

Activity	Target or Subgroup/ Grade(s)	Dates and Activities
8th to 9th Grade Transition Presentations	8	Winter
Parent letters and “robo calls” regarding upcoming events and services	6-8	On-going
Use of newsletters and Instagram to communicate with community	6-8	On-going
Website announcements, presentations, and services updated regularly	6-8	On-going
Parent Conferences	Identified students grades 6-8	On-going
Parent Phone Correspondence (i.e. Calls and emails)	6-8	On-going
Meet the Teacher Night Resource Table	6-8	Fall
New Entrant Meetings with Parents and Students	6-8	On-going
Community collaborations for program objectives (i.e. College and Career Readiness Week)	8	Spring
Guidance Video Presentations	6-8	On-Going
Guidance Google Classroom Content and Maintenance	6-8	On-Going

A. **Program Objective:** To assist students who exhibit behavioral or adjustment difficulty

B. **Target Population:** Grades 6-8

C. **Expected Outcome(s):**

- Students will have self-confidence in their ability to succeed
- Students will have a sense of belonging in the school environment
- Students will have a positive attitude toward work and learning
- Students will demonstrate ability to assume responsibility
- Students will demonstrate self-discipline and self-control
- Students will demonstrate ability to overcome barriers to learning
- Students will demonstrate effective coping skills when faced with a problem
- Students will demonstrate personal safety skills
- Students will demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

D. **Measuring Outcome(s) by:**

- Review disciplinary referral data
- Review Brief Externalizing and Internalizing Screener for Youth (BEISY) Data
- Review In School Suspension (ISS) Visit Log

E. **Program Description:**

Activity	Target or Subgroup/ Grade(s)	Dates and Activities
6th Grade Transition Groups	6	Fall
Small group counseling (i.e. Coping Cats, Why Try, Children In Change, etc.)	Identified students grades 6-8	Ongoing
Individual counseling	Identified students grades 6-8	Ongoing
Parent/Student/Teacher/Counselor conferences	Identified students grades 6-8	Ongoing
Student Support Team Meetings	Identified students grades 6-8	Ongoing
Consult/referral with school administrator	Identified students grades 6-8	Ongoing
Outside agency and counseling referrals	Identified students grades 6-8	Ongoing
Guidance Video Presentations	6-8	On-going
Guidance Google Classroom Content and Maintenance	6-8	On-going
Restorative Practices / Community Circles	6-8	On-going
Identifying Missing In Learning Students - Interventions	6-8	On-going

A. Program Objective: To assist students who exhibit academic problems

B. Target Population: Grades 6-8

C. Expected Outcomes(s):

- Students will be able to identify academic struggles and strengths and implement plan to achieve academic success
- Students will be able to identify and use resources needed to achieve academic success
- Students will achieve academic success in all content areas
- Students will receive additional support to achieve academic success

D. Measuring Outcomes(s) by:

- Number of phone calls/ parent meetings logged re: academic
- Number of times student is addressed at SST as it pertains to academic
- Number of times student is counseled to discuss academic problems
- Number of passing grades on report card

E. Program Expectations:

Activity	Target or Sub Group/ Grade(s)	Dates of activity
Individual Counseling i.e, Academic Invention Meeting (AIM)	Identified students grades 6-8	On-Going
Small group counseling i.e, Academic Intervention Meeting (AIM), Why Try	Identified students grades 6-8	On-Going
Bellport High School & Frank P. Long articulation meetings	5th to 6th grade students, 8th to 9th grade students	June
Multi-Tiered System of Support (MTSS)	Identified students grades 6-8	On-Going
Scheduling and Placements	6-8	On-Going
Student Portal Account Management	6-8	On-Going
Special Education Referrals	Identified students grades 6-8	On-Going
Student Support Team Meetings	Identified students grades 6-8	On-Going
Guidance Video Presentations	6-8	On-Going
Guidance Google Classroom Content and Maintenance	6-8	On-Going
Restorative Practices / Community Circles	6-8	On-Going
Identifying Missing In Learning Students - Interventions	6-8	On-going

A. Program Objective: To enable students to benefit from the guidance curriculum

B. Target Population: Students in grades 6-8

C. Expected Outcomes(s):

- Students will be aware of New York State Mandates and Graduation requirements
- Students will be able to identify resources available through the guidance department
- Students will be aware of the role of their School Counselor
- Students will be able to identify one coping skill, potential career, and college of interest prior to entering high school

D. Measuring Outcomes(s) by:

- Frequency of visits to guidance and/or use of Naviance
- Attendance and participation during Guidance run events
- Number of Student Support Team referrals, Individual Counseling, phone calls home
- Increase in Attendance

E. Program Expectations:

Activity	Target or Sub Group/ Grade(s)	Dates of activity
Individual Meetings	6-8	On-Going
Career/ College Classroom Presentations	6-8	Spring
Exit Survey	8	June
Individual Transition Meetings	8	Late Winter
Transition Presentation	8 and parents	Late Winter
Naviance classroom presentation	6-8	Fall
Bulletin Board Displays	6-8	On-Going
College T-Shirt Day	6-8	On-Going
Group Counseling i.e Coping Cats, Children in Change, Why Try	6-8	On-Going
College and Career Week	6-8	Spring
Letters; welcome to school year, scheduling, Academic Intervention Meetings	6-8	On-Going
New Entrant Meetings	6-8	On-Going
Parent- Teacher Conferences	6-8	On-Going
Guidance Google Classroom Content and Maintenance	6-8	On-Going
Restorative Practices / Community Circles	6-8	On-Going
Department website, Newsletters, Instagram	6-8	On-Going

High School Program:

A. Program Objective: Counseling to assist students in the following areas:

- Academics
- Career goals
- Post- secondary planning
- Social and emotional needs

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- Students will be able to identify post-secondary goals
- An increase in the number of students participating in Honors and Advanced Placement (AP) Courses
- Students will be introduced to a variety of colleges and careers
- Students will show improvement in coping skills and motivation

D. Measuring Outcome(s) by:

- College going rates
- College application numbers
- Honors and AP course enrollment data
- Senior exit survey data
- Naviance college and career planning activities
- School attendance records

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
Annual Individual Progress Review Meetings	9-12	Winter/Spring
Scheduling Presentations	9-11	Winter
College and Career Fairs	9-12	Fall and Spring
Naviance Presentations	9-10	Fall/Winter
10th grade career exploration activity	10	Spring
SAT School Day	9-12	Fall
Senior College Application Presentations	12	Fall
Junior Planning Presentations	11	Spring
504 and Committee on Special Education (CSE), Meetings	9-12	Ongoing

Multi-Tiered System of Support (MTSS) and Student Support Team (SST) Meetings	Students identified as struggling academically in 9-12	Weekly
Parent-Counselor Conferences	9-12	As Needed
Team Meetings	9-12	As Needed
Summer School Scheduling	9-12	June/July
Credit Recovery Program	9-12	As needed
Community Circles	9-12	On-going
Guidance Video Series	9-12	On-going
Google Classroom	9-12	On-going
College Board Testing Day	9-12	October

A. Program Objective: Advise students who exhibit academic difficulty

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- Increase student performance and grades in classes
- Improve attendance rates
- Improve graduation rate with ultimate goal of 100% graduation

D. Measuring Outcome(s) by:

- Graduation rates
- Attendance records
- Quarterly report cards

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
Individual Check- Ins	9-12	As needed
504 and Committee on Special Education (CSE) Meetings	9-12	Ongoing
Student Support Team (SST) Meetings	Students identified as struggling academically in 9-12	Weekly
Multi-Tiered System of Supports (MTSS) Meetings	Students identified as struggling academically in 9-12	As Needed
Parent-Counselor Conferences	9-12	As Needed
Team Meetings	9-12	As Needed
Summer School Scheduling	9-12	June
Credit Recovery Program	11-12	As needed

A. Program Objective: To encourage parental involvement within the school community

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- Parents will be aware of educational programs and information pertinent to their child
- School-parent partnerships

D. Measuring Outcome(s) by:

- Parent Naviance Usage Data
- Parental attendance at night events
- Parental attendance at Junior Planning Conferences

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
Individual Parent Meetings	9-12	As needed
Meet the Teacher Night	9-12	Fall
Parent Teacher Conferences	9-12	Fall/Spring
Senior College Night	12	Fall
Financial Aid Night	9-12 (students & families)	Fall
Junior Planning Night	11 (students & families)	Winter
8th Grade Parent Night	Rising 9th families	Winter
Junior Planning Meetings	11 (students & families)	Winter/Spring
Home to school communications (parent portal, course selection mailings, graduation requirements, Regents exam information, guidance website, etc.)	9-12 (students & families)	Ongoing
Low Credit Mailing	9-11	Fall
Team meetings	9-12	On-going
Google Classroom	9-12	On-going
Guidance Websites: Main, Career Center, Parent Resource Page	9-12	On-going

A. Program Objective: To help 9th grade students transition successfully to the high school setting

B. Target Population: Grades 8-9

C. Expected Outcome(s):

- Students will have a smooth transition to the high school setting
- Students will be aware of the resources available to them
- Increase attendance at 9th grade events

D. Measuring Outcome(s) by:

- Attendance at 8th to 9th grade information night
- Attendance at 9th grade orientation

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
8th Grade Articulation Meeting	Identifying potential at risk rising 9th students	Spring
8th to 9th Grade Student Presentation	Rising 9th students	Winter/Spring
8th to 9th Grade Parent Presentation	Rising 9th parents	Winter/Spring
9th Grade Orientation-Counselor Introductions	9	Summer
9 th grade Welcome and Career Exploration Classroom Presentations	9	Fall

A. Program Objective: To educate students on course offerings at the high school and provide guidance on how they relate to their individual goals

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- Students will be aware of course offerings at the high school
- Students will be informed about pre-requisites and criteria for course placement
- Students will appropriately match course selections with their post-graduation plans
- Students will challenge themselves academically to demonstrate rigor

D. Measuring Outcome(s) by:

- Reviewing transcripts
- Summer school and credit recovery enrollment numbers
- Student enrollment in AP and college credit courses

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
Scheduling Presentation	9-11	Late Fall
Annual Individual Progress Review Meetings	9-12	Winter and Spring
Access to Updated Course Description Guide on high school website	9-12	On-going
Junior Planning Conferences	11	Spring
8th to 9th Grade Student Presentation	Rising 9th students	Winter
Curriculum Night	9-11	Late Fall

A. Program Objective: To help students and parents understand the college application process and financial aid

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- a. Students and family members will be prepared for the college application process
- b. Students and family members will be able to navigate the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) application
- c. An increased awareness of special admission programs such as Educational Opportunity Program (EOP) and Higher Education Opportunity Program (HEOP)

D. Measuring Outcome(s) by:

- a. Attendance at Financial Aid Night
- b. Attendance at College Application Workshop night
- c. Attendance at Junior and Senior Planning Conferences
- d. College application numbers by date
- e. Use of fee waivers for college applications
- f. Use of EOP and HEOP applications when applicable

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
Junior Planning Night	11	Spring
College Application Evening Workshop	12	Fall
Extra Help Application Workshops	12	Ongoing
Senior Planning Conferences	12	Fall
Junior Planning Presentations	11	Spring
Junior Planning Conferences	11	Spring
College Fairs	10-12	Fall and Spring
On Site Admissions	12	Winter and Early Spring
College Trip	11	Spring
College Representative Visits to BHS	9-12	Ongoing
Promote and assist with scholarship opportunities	9-12	Ongoing
Financial Aid Night	9-12	Fall
Financial aid and scholarship information posted to high school guidance website	9-12	Ongoing
Scholarship newsletter	9-12	Ongoing

A. Program Objective: To provide information to students and parents on college admissions test preparation and exams

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- a. Increase number of students who take college admissions exams
- b. Increase number of students using SAT and ACT test prep resources

D. Measuring Outcome(s) by:

- a. Method Test Prep data
- b. PSAT, SAT and ACT data

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
College Testing Day- PSAT and SAT School Day	10-12	Fall
Method Test Prep Access	9-12	Ongoing
Junior Planning Conferences	11	Spring
Senior Planning Conferences	12	Fall
Junior Planning Night	11	Winter/Spring

A. Program Objective: Utilize career exploration activities to help students learn about various careers as it relates to their strengths and interests

B. Target Population: Grades 9-12

C. Expected Outcome(s):

- a. Students will be knowledgeable about a variety of industries and occupations
- b. Students will be able to connect their interests and strengths with possible post-secondary plans and career paths

D. Measuring Outcome(s) by:

- a. Student participation in classroom career exploration activities
- b. BOCES Career and Technical Education data

E. Program Description

Activity	Target or Sub group / Grade(s)	Dates of Activity
College and Career Fair	9-12	Spring
College Fair	11-12	Fall
9th Grade Naviance Career Activity	9	Fall
10th Grade Naviance Career Activity	10	Spring
BOCES CTE Presentation	10-11	Winter
BOCES CTE Visit- Night	10-11	Winter/ Spring
Virtual Career Center	9-12	On-going
Career Field Trip	10-12	Spring