

Sayville Public Schools

Caring & Learning



District Counseling Plan

25-26

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Introduction

This K-12 Guidance Plan is a comprehensive resource for members of the Sayville School District Pupil Personnel Team and the broader educational community. It aligns with the district's mission to foster student achievement, support college and career readiness, and promote personal and social-emotional development for every student. By leveraging their leadership, advocacy, collaboration, and data-driven decision-making skills, members of the Pupil Personnel Services (PPS) team will ensure that all students in the Sayville School District have access to a high-quality and equitable education.

This plan is in alignment with the New York State Counselor Association's Model Comprehensive K-12 Counseling Program and complies with New York State Education Regulation 100.2(j).

As a living document, the plan is intended to evolve over time. We encourage the UPK-12 PPS Team to continually refine and update this document as new information, resources, and best practices become available. Counselors are also encouraged to use this plan as a framework to enhance the activities outlined within it, tailoring them to the evolving needs of the student body. The development of this program is an ongoing process of continuous improvement, aimed at maximizing student achievement and fostering greater collaboration among educational professionals throughout the district.

New York State Education Regulation 100.2: School Counseling/Guidance Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, School Counseling/Guidance Programs are defined as follows:

I. Public Schools:

Each school district is required to provide a guidance program for all students. The program must be comprehensive and designed to meet the academic, career, and social-emotional needs of all students.

II. Grades K-6:

The guidance program in these grades should be developed in coordination with the teaching staff and is aimed at:

- Preparing students to effectively participate in their current and future educational programs;
- Addressing attendance, academic, behavioral, or adjustment issues as they arise;
- Educating students about the avoidance of child sexual abuse;
- Encouraging parental involvement in the educational process and in addressing students' needs.

III. Grades 7-12:

The school counseling program in these grades must include the following activities and services:

A. Annual Review of Educational Progress and Career Plans:

Each student's educational progress and career plans must be reviewed annually. These reviews must be conducted individually or in small groups by personnel certified or licensed as school counselors.

B. Career Education and Planning:

Instruction in career awareness, exploration, and planning must be provided at each grade level to help students:

- Learn about various careers;
- Develop essential career planning skills. This instruction may be delivered by **certified or licensed school counselors** or **classroom teachers in cooperation with school counselors**.

C. Advisory and Counseling Services:

Advisory services, as well as individual and group counseling, are required to help students benefit from the curriculum and assist them in:

- Developing and implementing **postsecondary educational and career plans**.
- Addressing **attendance, academic, behavioral, or adjustment issues** as they arise.

D. Parent and Teacher Involvement:

Counseling services must encourage **parental involvement** in supporting student success. Advisory and counseling services may be provided by **teachers, certified teaching assistants** (under the supervision of counselors or teachers), and **licensed school psychologists** or **social workers** (in collaboration with counselors).

IV. District Guidance Plan:

Each school district must develop a comprehensive district-wide guidance plan that sets forth the manner in which it will meet the requirements of this subdivision. The district plan must include the following components:

- **Program Objectives:** Clear expectations of what students should learn from the program, including academic, career, and social-emotional outcomes.
- **Activities to Achieve Objectives:** A description of specific activities or services that will help meet the established objectives.
- **Staffing and Resources:** A description of the personnel (e.g., certified counselors, school psychologists, social workers, teachers) and other resources (e.g., professional development, technology) assigned to achieve the objectives.
- **Annual Assessment of Program Effectiveness:** A process for evaluating the program's impact on student outcomes and making adjustments as needed.
- **Review and Revision:** The plan must be reviewed annually, and revisions should be made as necessary to ensure the guidance program remains effective and aligned with student needs.

This district plan should be filed in the district office and made available for public review.

Current Practices also focus on:

- **Focus on Social-Emotional Learning (SEL):** While not explicitly mentioned in the regulation, many guidance programs have increasingly integrated SEL practices. It might be worth acknowledging SEL's growing role as a school counselor and a comprehensive approach to student support.
- **Data-Driven Practices:** If relevant to your district, you may want to emphasize how the district is using data (e.g., academic performance, attendance, student surveys) to inform decision-making and track student progress toward their goals.

- **Mental Health Support:** Given the rising importance of mental health in schools, you could reference how counseling services address mental health issues, either directly through counselors or in collaboration with other mental health professionals, in accordance with state guidelines.
- **New York State Guidance on Career Development and Postsecondary Planning:** With New York State's increased emphasis on preparing students for college and careers, you might want to explicitly mention the alignment of your guidance program with state-driven initiatives like the **Career Development and Occupational Studies (CDOS) Standards**.

Sayville School District Mission Statement

Sayville Public Schools is a place where students, parents, staff, and members of the community work together to ensure an unwavering commitment to maximizing the potential of all students to become responsible, productive, and contributing citizens of the global community.

VALUES

The Sayville Public School community values the following concepts and practices:

- Children come first
- Teamwork and knowledge sharing
- Individual lifelong learning for both students and staff
- Listening to ideas with an open mind
- Academic, Social, and Emotional Learning
- Responsibilities of Citizenship
- Appreciation of Diversity
- Safe, Healthy, and Wholesome Learning Environment
- Excellence beyond expectations
- Community Partnership
- Individual's worth and mutual respect

CORE BELIEFS

The Sayville Public School community holds the following shared beliefs:

- ❖ Public education is the hope of the future
- ❖ All children can learn
- ❖ Students need to get what they need to succeed and excel – resources and opportunities
- ❖ Each student is special, different, and deserving
- ❖ It is our responsibility to help students discover and pursue their passions
- ❖ The District should hold high expectations for all students and staff
- ❖ Students are our future leaders – we are shaping the future.

VISION STATEMENT

In order to serve our mission, the Sayville Public School community will:

- A. Make extensive use of technology and other opportunities to expand student learning and foster a “School Without Walls.”
- B. Provide exciting and authentic experiences for all of our students through business, university, and community contacts and connections.
- C. Be a model of exemplar educational leadership practices in each of our schools and in the District.
- D. Explore and advocate for change in school funding sources.

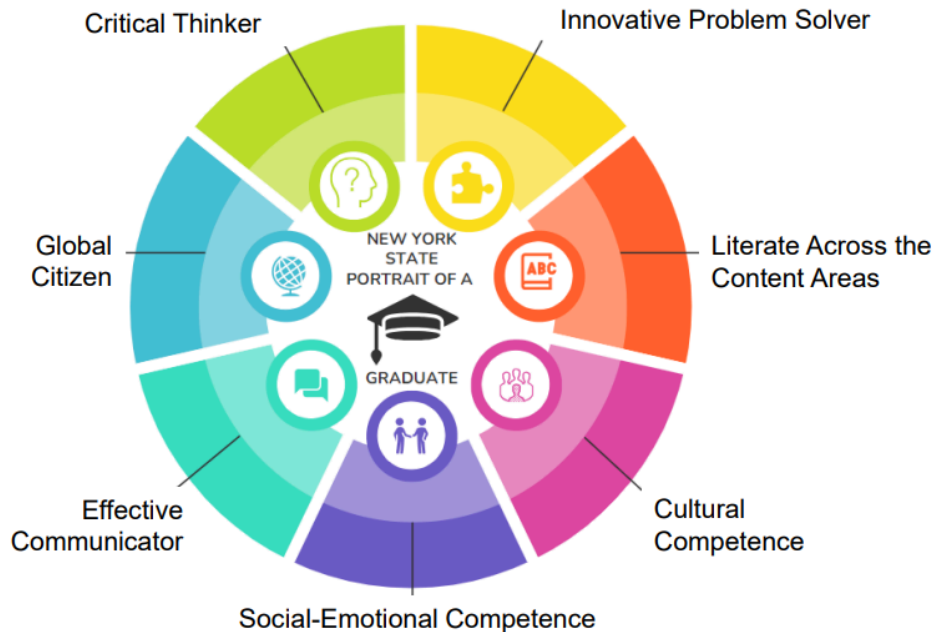
GOALS

In order to achieve what is envisioned for the District in its Vision Statement, the Sayville Public School community shares the following goals:

- ❖ In order to address the “School Without Walls” vision, opportunities will be provided for online learning/courses, independent learning, and expanded safe use of social media.
- ❖ In order to address the vision of providing Exciting Authentic Experiences, the District will explore an “Institute” format at the High School, Career Job Shadowing and Internships, and the possibility of the use of the Old Junior HS for a Magnet Program for part of the day.
- ❖ In order to address the “Exemplar Educational Leadership” vision, reflective practice components and the sharing and celebrating of best practices will be included in administrative and faculty meetings. PR efforts will be increased to maximize the public awareness of the many student, staff, and program successes of Sayville Public Schools.
- ❖ In order to address the “School Funding” vision, the BOE and District constituencies will increase efforts to lobby for a change in the structure and sources of funding to public schools.

Portrait of a Graduate: All students will demonstrate proficiency in each component of the "Portrait of a Graduate" framework as a requirement for earning a high school diploma. This ensures that every graduate is equipped with the skills and competencies necessary for success beyond high school.

Portrait of a Graduate



All students must demonstrate proficiency in each component of the Portrait of a Graduate to earn a high school diploma.

Rationale for School Counseling Programs

The primary goal of school counseling programs is to support and enhance student learning through three interconnected areas of development: academic, career, and social/emotional. Each of these areas encompasses a range of desired competencies, which include specific knowledge, attitudes, and skills that collectively form the foundation of a comprehensive and developmental school counseling program.

A well-designed school counseling program is **systematic, sequential, and clearly defined**, with an emphasis on **accountability**. The program is both **proactive** and **preventive**, focusing on helping students acquire lifelong learning skills that will serve them throughout their education and beyond.

School counseling programs are designed to address the evolving needs and issues associated with various stages of student growth, from early education through postsecondary transition. There is a strong commitment to recognizing and supporting the **individual uniqueness** of each student, ensuring that all students have the opportunity for maximum development in the three key areas: **academic, career, and personal/social** growth.

By focusing on these critical developmental areas, school counseling programs aim to equip students with the tools and resources they need to succeed both in school and in life.

ASCA Student Standards: Mindsets & Behaviors for Student Success: The Sayville counseling program is aligned with the American School Counselors' Association (ASCA) Mindsets and Behaviors for Student Success:

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

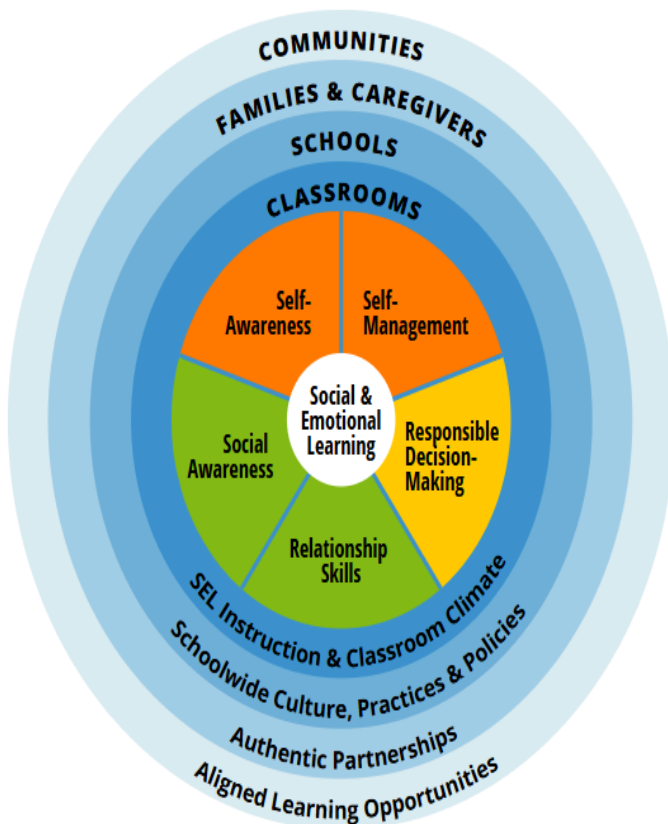
Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

CASEL 5 Model:

The CASEL 5 model is integrated into the counseling curriculum to support students' personal, academic, and social development. Each of the five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—are taught and reinforced through counseling activities, discussions, and personalized guidance, equipping students with the tools they need to thrive in and out of the classroom. This model ensures that social-emotional learning is a consistent and essential component of the counseling approach.



Social & Emotional Learning

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Roles and Responsibilities

The Pupil Personnel Services Team in the Sayville School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each PPS member provides students with the highest level of professionalism towards achieving success in a K-12 educational setting.

The PPS members responsibilities may include, but are not limited to :

- Collaborate and consult with administrators, educators, parents, and other Pupil Personnel providers in achieving student success
- Advocate for students' academic, social, personal, and emotional needs
- Participate in parent-teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills
- Provide individual/group counseling and mediation
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Collaborate with community organizations to support students and families and provide necessary resources
- Attend meetings for Committee on Special Education, RTI data Team, and 504 Committee, Committee on Preschool Special Education
- Provide staff in-service training when appropriate
- Are mandated reporters for Child Protective Services
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Prepare constituent communication including newsletters, web pages, etc.
- Participate in professional development activities through professional membership.
- Liaisons to the Assistant Superintendent for Pupil Personnel Services

School Counselor

School Counselors responsibilities may include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Counseling families and students on the college search and application process. Counselors work with students to complete their college applications, activity resume, college essays and community scholarship applications
- Coordinating and administering PSAT, SAT/ACT, and Pre-ACT testing, including services for Students with Disabilities (SWDs)
- Presenting classroom instruction on career exploration, standardized testing, course selection, college preparation/application, summer programs, and graduation requirements

- Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students and monitoring their adjustment to school
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements
- Meeting with teams and individual teachers to monitor student academic progress, behavior and social-emotional well being
- Scheduling and facilitating team meetings with teachers and parents
- Referring students to the Instructional Support Team (IST) for possible building level interventions
- Attend and prepare for weekly PPS Meetings to discuss and support our most “at-risk” students.
- Participate in CSE Meetings for all assigned students
- Providing referrals to parents/guardians for tutoring
- Consultation with parents, staff and outside agencies regarding individual student development and needs
- Processing Summer School registration
- Developing and monitoring Guidance Department budget
- Supporting Guidance Office Assistant and Secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies
- Posting grade level information in Google Classroom
- Provide referrals to parents/guardians for outside counseling services

School Social Worker

School Social Workers responsibilities may include, but are not limited to:

- Providing intensive and ongoing counseling and case management services
- Developing treatment plans and counseling goals
- Assessing for AIS counseling eligibility
- Assessing student behavioral functioning and creating appropriate behavioral management plans in conjunction with team members
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Implementing social-emotional programming to address various needs
- Implementation of the district’s STRIDES Wellness Program

- Coordinating school-wide special activities and programs
- Participating in new student orientations and assisting with students transitioning into the District
- Acting as liaison for community programs
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person in Need of Supervision (PINS), and appointed law guardians
- Maintaining professional licensing through the Office of Professions
- Implementing and coordinating services for homeless students within our district
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Assisting in the writing and development of student Individualized Education Plans (IEP's)
- Counseling students at-risk and exploring alternative programs
- Working directly and in conjunction with the Assistant Superintendent for PPS

School Psychologists

School Psychologists responsibilities may include, but are not limited to:

- Conducting and reporting on psychological and psycho-educational evaluations
- Conducting Functional Behavioral Assessments (FBA's)
- Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
- Implementation of appropriate behavioral modification approaches through staff consultation
- Consultation with parents, staff and outside agencies regarding individual student development and needs.
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
- Serving as members of the Committee of Preschool Special Education (CPSE).
- Serving in capacity as subcommittee CSE Chairperson for meetings as needed
- Assisting in the writing and development of student Individualized Education Plans (IEP's)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Conducting cognitive, social/emotional, behavioral and/or motor screenings
- Evaluating appropriate alternative education programming and placement
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities
- Working directly and in conjunction with the Assistant Superintendent for PPS

National Standards for School Counseling Programs

Competencies and Indicators

ACADEMIC DEVELOPMENT

STANDARD A:

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time management and task management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, and the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interest and abilities

A:A3.4 Demonstrate dependability, productivity, and initiative

Share knowledge

STANDARD B:

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

A:B2.2 Develop an initial four-year plan

A:B2.3 Update and modify the four-year plan

A:B2.4 Use assessment results in educational planning

A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.6 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.8 Understand the relationship between classroom performance and success in school

A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

STANDARD C:

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

STANDARD A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate, and interpret career information

C:A1.2 Learn about the variety of traditional and non-traditional occupations

C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a resume

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

C:A2.9 Utilize time and task-management skills

STANDARD B:

Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision making skills to career planning, course selection, and career transition

C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Select course work that is related to career interests

C:B2.4 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests which influence career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Personal/ Social Development

STANDARD A:

Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

STANDARD B:

Students will make decisions, set goals, and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application**PS:B1.1** Use a decision-making and problem-solving model**PS:B1.2** Understand consequences of decisions and choices**PS:B1.3** Identify alternative solutions to a problem**PS:B1.4** Develop effective coping skills for dealing with problems**PS:B1.5** Demonstrate when, where and how to seek help for solving problems and making decisions**PS:B1.6** Know how to apply conflict resolution skills**PS:B1.7** Demonstrate a respect and appreciation for individual and cultural differences**PS:B1.8** Know when peer pressure is influencing a decision**PS:B1.9** Identify long-and short-term goals**PS:B1.10** Identify alternative ways of achieving goals**PS:B1.11** Use persistence and perseverance in acquiring knowledge and skills**PS:B1.12** Develop an action plan to set and achieve realistic goals**STANDARD C:****Students will understand safety and survival skills.****PS:C Acquire Personal Safety Skills****PS:C1.1** Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)**PS:C1.2** Learn about the relationship between rules, laws, safety, and the protection of rights of the individual**PS:C1.3** Learn about the differences between appropriate and inappropriate physical contact**PS:C1.4** Demonstrate the ability to set boundaries, rights and personal privacy**PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help**PS:C1.6** Identify resource people in the school and community, and know how to seek their help**PS:C1.7** Apply effective problem-solving and decision-making skills to make safe and healthy choices**PS:C1.8** Learn how to cope with peer pressure**PS:C1.9** Learn techniques for managing stress and conflict**PS:C1.10** Learn coping skills for managing life events

NYS Guidance Goals

Guidance Programs for grades K- 5

- Goal 1: Prepare students to participate effectively in their current and future educational programs.
- Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.
- Goal 3: Educate students concerning personal safety.
- Goal 4: Encourage parental involvement in their children's education.

Guidance Programs for grades 6-8

- Goal 5: Review each child's educational progress and career plans annually
- Goal 6: Teach students about various careers and help them to develop career planning skills.
- Goal 7: Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans
Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 8: Encourage parental involvement in the educational process.

Guidance Programs for grades 9-12

- Goal 9: Review each child's educational progress and career plans annually.
- Goal 9: Help students successfully transition from middle school to high school.
- Goal 10: Teach students about various careers and help them to develop career planning skills.
- Goal 11: Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans
Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 12: Encourage parent/guardian involvement in postsecondary planning, while guiding students to become more independent and to advocate for themselves in relation to future college/career goals.

Comprehensive programs for students in grades UPK – 5 include:

- Goal 1: Prepare students to participate effectively in their current and future educational programs.
- Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.
- Goal 3: Educate students concerning personal safety.
- Goal 4: Encourage parental involvement in their children’s education.

Goal 1

Prepare students to participate effectively in their current and future educational programs.

Target population: Grades K-5

Objectives:

- Students will acquire the knowledge and skills which will foster effective learning in school and across the lifespan.
- Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- Report cards will document achievement each trimester. Standardized test results.
- Teacher observations of student’s personal, academic and social growth.
- Knowledge of family dynamics and home life.
- Faculty and administrators will assess the articulation of students as they progress to the next grade through observation and review of grades, incidents, school openings, etc.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
UPK & K Screening	All UPK Kindergarten Students	Classroom Teachers, Speech/Language Teacher, Reading Specialist, Psychologist,	Principal, Social Worker	May Ongoing
Kindergarten Instruction to School Success (KISS)	Kindergarten Parents	Principal, Psychologist, Social Worker, Teachers		June

K Orientation	All Kindergarten Students	Classroom Teachers	Principal, Psychologist, Social Worker	September
Parent Information Night	All Parents	Classroom Teachers	Principal, Psychologist, Social Worker	September
Unit, chapter and standardized testing reveal student strengths & weaknesses	K-5	Classroom Teachers	School Psychologist	On-going
Grade Level Meetings	K-5	Classroom Teachers, Reading Specialists, Math Teachers	Principal	Ongoing
Universal Screening and trimester assessments/RtI	K-5	Classroom Teacher, AIS Teachers, Problem Solving Team	Principal, Psychologist, Social Worker	Ongoing
Problem Solving Team meetings	K-5	Problem Solving Team members, classroom teachers	Principal PPS	Ongoing
Team Meeting/IST	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
CSE/504	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
Transition Meeting 5 th - 6 th	5 th Grade	Classroom teachers, PPS staff, Guidance	Principal	/MayJune

Goal 2

Help students who exhibit attendance, academic, behavioral or adjustment problems.

Target population: Grades K-5

Objectives:

- Students will acquire the knowledge and skills which will foster effective learning in school and across the lifespan.
- Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- Students will make decisions, set goals, and take necessary action to achieve goals.
- Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- Improved student attendance will be assessed by monthly and year-end attendance and tardiness reports.
- Improvement of student behavior will be assessed by the reduction of reported disciplinary problems, and decrease in referrals to Administration, by individual students and groups as a whole.
- Improved student adjustment to school will be noted by the classroom teacher and school staff.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Regular attendance reporting	K-5	Classroom teachers, attendance aide	Principal, nurse, social worker	On-going
Telephone calls to parents	Absent students	Attendance aide, nurse	Principal, classroom teachers, social worker	On-going
Written communication to parent/guardian regarding excessive absences	Students with excessive absences	Principal	PPS staff	As needed based on information from Student Information System
Parent Conferences	Student with excessive absences	Principal, social worker	PPS Staff	As needed

Parent Teacher Conferences	Students identified as struggling educationally in grades K-5	Classroom Teacher	Principal, Psychologist	As needed
Problem Solving Team/RtI	Students who continue to fall below academic standards	Principal, Psychologist, Social Worker, Classroom Teacher, Reading Specialist, Math Teacher, Speech Teacher		As needed
Academic Intervention Support	Students in need of this service	Principal, AIS teachers, Problem Solving Team		On-going
Counseling	Students in need of this service	School Psychologist, Social Worker	Principal, classroom teacher	On-going
Referral to CSE	Students in need of this service	IST		As needed
Referral to community agencies	Students in need of this service	Social Worker	Psychologist, Principals	As needed

Goal 3

Educate students concerning personal safety.

Target population: Grades K-5

Objectives:

- Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- Classroom teacher’s observation of student responses and parental feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Instruction, assemblies, workshops regarding personal safety	UPK-5	Classroom Teachers, Physical Education teachers	Nurse Social Worker Psychologist Outside presenters	As needed
Health Education Program	K-5	Classroom Teachers	Nurse	Ongoing
Erin’s Law Curriculum	UPK-5	Social Worker	Crime Victims’ Center (Collab)	Annual
Fire prevention Program	K-5	Classroom Teachers	Principal	Annual

Goal 4

Encourage parental involvement in their children’s education.

Target population: Grades UPK-5

Objectives:

- Parents will gain insights into their child’s academic and social progress.
- Parents will understand and participate in plans to remediate any academic and/or behavioral problems their child might display.
- Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.
- Parents will recognize the importance of their school involvement as it relates to their child’s success.

Annual Assessment:

- Parental awareness of educational services, programs and goals will be assessed by parental feedback.
- Parent contact will be assessed by teacher and administrative observation.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
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Parent Information Night	UPK-5 parents	Principal, Classroom Teachers, PPS staff, Special Area Teachers		September
Parent Teacher Conferences	UPK-5 Parents	Classroom teachers	Principal	November/December Ongoing
Notices to Parents: report cards, progress reports, informal communication	UPK-5 Parents	Classroom Teachers	Principal, Social Worker	On-going
PTA	UPK-5 Parents	Principal, Classroom Teachers		On-going
Book Fair	UPK-5 Parents	Principal	PTA	Varies by Building
Family Nights/Events	UPK-5 Parents	Principal	PTA	Varies by Building
Site-Based Team	Teacher, Parent, Admin Representatives	Teacher, Parent, Admin Representatives	Parent Rep	Monthly

Comprehensive programs for students in grades 6-8 include:

- Goal 5: Review each child's educational progress and career plans annually
- Goal 6: Teach students about various careers and help them to develop career planning skills.
- Goal 7: Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans
Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 8: Encourage parental involvement in the educational process.

Goal 5

Review each child's educational progress and career plans annually

Target population: Grades 6-8

Objectives:

- Students will acquire the knowledge and skills that will foster lifelong learning both in school and across the lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college and career.
- Students will explore the relationship of academics to the world of work and to a life at home and community.

- Students will acquire the skills to investigate the world of work in relation to their own personal knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction. Students will explore the relationship between personal qualities, education, training and the world of work.
- Students will make decisions, set goals, and take necessary action to achieve goals with a strong understanding of self and interpersonal relationships.

Annual Assessment:

- Review of academic progress and career interest inventory to verify that they contain current information for next step(s) for student’s future goals.
- Counselor notation indicating completion of student planning process.
- Student feedback and self-evaluation concerning their educational and career planning progress.
- Parent/Guardian feedback regarding their child’s educational and career planning progress.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	6-8	School Counselors	Naviance	Ongoing
Group educational and Career counseling sessions	6-8	School Counselors, Classroom Teachers	Naviance	Ongoing
Academic Reviews	6-8	School Counselors, Classroom Teachers	IST, Assistant Principal	Ongoing
Grade level team meetings	6-8	School Counselors, Classroom Teachers, Dept Chairs	Principal, Assistant Principal	Ongoing
Transition Meetings	6-8	School Counselors, PPS staff	Principal, Assistant Principal	June

Goal 6

Teach students about various careers and help them to develop career planning skills.

Target population: Grades 6-8

Objectives:

- Students will acquire skills to investigate the world of work in relation to knowledge of themselves and their interests and begin to make informed decisions about career paths and choices.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will explore the relationship between personal qualities, education, training and the world of work.

Annual Assessment:

- Counselor feedback and evaluation of student plans
- Student and parent feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Naviance- Career Exploration	6-8	School Counselors	FACS teachers, Classroom Teachers	Fall/Spring
Individual/group instruction on career exploration	6-8	School Counselors, FACS teachers	Naviance	Fall/Spring
Career Key	6th	School Counselors	Naviance	Fall/Spring
Career Interest Profiler	7th	School Counselors	Naviance	Fall/Spring
Career Cluster Finder	8th	School Counselors	Naviance	Fall/Spring
STRIDES Program (SEL)	6-8	SWs & Counselors		Ongoing

Goal 7

- Provide assistance to enable students to benefit from the curriculum, as well as the following:
- Develop and implement post-secondary education and career plans
- Help students who exhibit attendance, academic, behavioral and/or adjustment problems.

Target population: Grades 6-8

Objectives:

- Students will acquire the knowledge and skills contributing to effective learning in school and across the lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial high school offerings in order to ultimately create college and career readiness.
- Students will gain exposure to the relationship between academics and the world of work.
- Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- Students will make decisions, set goals, and take necessary actions to achieve goals.

Annual Assessment:

- Increased student participation in class activities.
- Increased student participation in extracurricular activities and tutorial assistance programs.
- Teacher, student and parent feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
5th Grade Orientation	Incoming 6th Graders	PPS/Principal/AP	Student Tour Guides	May
6 th Grade Parent Orientation	Incoming 6 th grade parents	Principal, Assistant Principal	Social Workers, School Counselors	May
MS Locker Day	6 th Graders	Principal		August
MS Grade Orientation	6 th Graders	Principal, Assistant Principal, PPS Staff, School Counselors		August
Anti-bullying/ Harassment/ Relationships lessons	6-8	PPS staff	LICAB Partnership	Ongoing

IST Meetings	6-8	PPS staff, School Counselors, Classroom Teachers	Assistant Principal	Ongoing
Extra help	6-8	Classroom Teachers	PPS staff	Ongoing
Review of report cards	6-8	School Counselors	Principal, Assistant Principal, Classroom Teachers	Each quarter
AIS Support	Identified students in grades 6-8	AIS providers School Counselors	Principal, Assistant Principal	Ongoing
Student/Teacher Conferences	Students exhibiting behavioral or adjustment problems 6-8	Classroom Teachers	Principal, Social Worker, School Counselor	As needed
Teacher/Parent/Principal Conferences	Students exhibiting behavioral or adjustment problems 6-8	Principal, Classroom Teachers	PPS Staff	As needed
Classroom Instruction	6 - 8	Classroom Teachers, PPS Staff	Principal, Assistant Principal	Ongoing
6th to 7th Grade Transition Night	Current 6th Graders	PPS/Principal		Spring 2025 * New
Peer Tutoring	6-8	PPS		

Goal 8

Encourage parental involvement in the educational process.

Target population: Grades 6-8

Objectives:

- Parents will be made aware that their student will complete school with the academic preparation essential to choose from a wide variety of substantial secondary options, ultimately leading to college and career readiness.
- Parents will gain insights into their child's academic and social progress.
- Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.
- Parents will recognize the importance of their school involvement as it relates their child's success.

Annual Assessment:

- Feedback from parents and students.
- Improved student performance.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
6 th grade orientation	Incoming 6 th grade parents 6 th Grade Parent Handbook	Principal, Assistant Principal, School Counselors	Technology Support	May/June
Parent/student/counselor conferences for student programs	6-8	School Counselors		Ongoing
Evening presentations on current issues	6-8	Principal, School Counselors, Social Worker	Outside speakers and agencies	Ongoing
Information about course placement	6-8	Classroom Teachers, Department Chairs, School Counselors	Technology Support, School Webpage, Google Classroom	Spring

Team/Grade level webpages	6-8	Classroom Teachers, School Counselors	Technology Support, Google Classroom	Ongoing
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Comprehensive programs for students in grades 9-12 include:

- Goal 9: Review each child's educational progress and career plans annually
Help Students successfully transition from the MS to the HS
- Goal 10: Teach students about various careers and help them to develop career planning skills.
- Goal 11: Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans
Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 12: Encourage parental involvement in the educational process.

Goal 9

Review each child's educational progress and career plans annually

Target population: Grades 9-12

Objectives:

- Students will acquire the knowledge and skills which will foster and strengthen effective learning in school and across the lifespan.
- Students will gain knowledge of the correlation between their academic learning to the workforce, life at home, and community involvement.
- Students will acquire the skills to understand and investigate the world of work with a strong relationship to their understanding of self in order to make informed career path decisions.:
- Students will make decisions, set goals, and take necessary action to achieve goals.
- Provide a visitor experience to students interested in pursuing a program through the Academy of Applied Technology

Annual Assessment:

- Review of transcripts and career planning forms to verify that they contain current information for next step(s) for student's future goals.
- Counselor notation indicating completion of student planning process.
- Student feedback and self-evaluation concerning their educational and career planning progress.
- Parent/Guardian feedback regarding their child's educational and career planning progress.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	9-12	School Counselors	Principal Assistant Principal	Ongoing
Group educational and career counseling sessions	9-12	School Counselors	Principal Assistant Principal	Ongoing
Academic Reviews	9-12	School Counselors	IST Assistant Principal	Ongoing
Naviance	9-12	School Counselors	Principal, Assistant Principal	Ongoing
Freshman Meetings	9	School Counselors	Principal, Assistant Principal	September- October
Junior Meetings	11	School Counselors	Principal, Assistant Principal	January-June
Senior Meetings	12	School Counselors, PPS staff	Principal, Assistant Principal	Sept- Dec
Academy of Applied Technology Visitation	10	School Counselors	Principal	January
FACD Job Training	9-12	School Counselors, PPS	Special Education Staff	Ongoing
Strength Explorer Questionnaire Completed Transition Survey	9	School Counselors	Naviance	January
SAT/ ACT Administration	10-12	School Counselors		Ongoing
SCCC Early College Program Introduced	10	School Counselors	Principal	Fall

Classroom presentations Common Application Essays and Letters	12	School Counselors	Teachers	Fall
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Goal 10

Provide students with comprehensive knowledge of various career pathways and equip them with essential career planning skills to make informed decisions about their future.

Target Population: Grades 9-12

Objectives:

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction. Students will explore the relationship between personal qualities, education, training, and the world of work.

Annual Assessment:

- Counselor feedback and evaluation of student plans
- Student and parent feedback

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual/group instruction on career exploration	9-12	School Counselors	Naviance	Fall/Spring
BOCES/Academy of Applied Technology visitation and assembly	10	School Counselors	Principal Assistant Principals	Jan/Feb
Achieve Works Personality Assessment	10	School Counselors	Parents Community	Jan/Feb/March

Career Planning on Naviance	9-12	School Counselors	Parents	Ongoing
Resume Development	11-12	School counselors		Ongoing
Confirm post-secondary plans and diploma types	12	School Counselors		June

Goal 11

Provide assistance to enable students to benefit from the curriculum, as well as the following:

Develop and implement post-secondary education and career plans; Help students who exhibit attendance, academic, behavioral and/or adjustment problems.

Target population: Grades 9-12

Objectives:

- Students will acquire the knowledge and skills leading to effective learning in schools and ultimately leading to lifelong learning.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including, but not limited to, college.
- Students will explore the relationship of academics to the world of work and to life at home and community.
- Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- Students will make decisions, set goals, and take necessary action to achieve goals.

Annual Assessment:

- Increased student participation in class activities.
- Increased student participation in extracurricular activities and tutorial assistance programs.
- Teacher, student and parent feedback.
- Reduced incidence of non-attendance by students with attendance problems.
- Overall improvement in student attendance rate.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
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Transition Meeting	Incoming 9 th	School Counselors, PPS	Principal, Assistant Principal,	June
8th Grade Parent Evening Presentation	Incoming 9th	Principal, School Counselors		April/May
Parent/Student Orientation	Incoming 9 th	Principal, School Counselors		August
Classroom Presentations on high school scheduling and courses	9-11	School Counselors	Assistant Principal, Teachers	Winter
Achieve Works Intelligence	11	Counselors		February
Individual/Group Counseling	Students in need 9-12	School Counselors, Social Workers, Psychologist	Assistant Principal, Teacher Referrals	Ongoing
Team Meetings	9-12	Assistant Principal, School Counselors, Psychologist, Social Worker, Classroom Teacher	Principal	Ongoing
College Fair	9-12	Assistant Principal, School Counselors		Spring
PPS Meetings	9-12	PPS Team		Weekly
Parent Information Nights	9-12	School Counselors Assistant Principals		Ongoing

PSAT Administration/Method Learning Introduction	11/Open to grade 10 for early practice	School Counselors		Fall
SAT/ ACT Administration	10-12	School Counselors		Ongoing
Practice ACT Administration	10	School Counselors		

Goal 12

Encourage parent/guardian involvement in postsecondary planning, while guiding students to become more independent and to advocate for themselves in relation to future college/career goals.

Target population: Grades 9-12

Objectives:

- Parents will be made aware that their student will complete school with the academic preparation essential to choose from a wide variety of substantial secondary options, ultimately leading to college and career readiness.
- Parents will gain insights into their child's academic and social progress.
- Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.
- Parents will recognize the importance of their school involvement as it relates to their child's success.

Annual Assessment:

- Feedback from parents and students.
- Improved student performance.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Orientation	Incoming 9 th grade parents	Principal, Assistant Principal, School Counselors		August

Report Cards	9-12	Classroom Teachers	Assistant Principal, Infinite Campus	Quarterly
Parent Information Nights	9-12	School Counselors	Assistant Principal	Sept-May
ACCESS- VR Transition	9-12	Principal, Special Education	School Counselors	Spring
College Information Night	12	School Counselors	Principal	Fall
College Representative Visits	12	School Counselors		Sept-Dec
Individual Junior Parent/Student Post HS Planning Appointments	11	School Counselors	Principals	March
Individual Senior Parent/Student Post HS Planning Appointments	12	School Counselors	Principals	October