

Comprehensive Developmental School Counseling/Guidance Program
2019/2020 School Year

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INTRODUCTION

The Fire Island School District believes in a collaborative approach to instruction that is designed to meet the individual needs of the students. Our mission is to create a safe, supportive, student-centered environment. We are committed to helping all children achieve academic excellence through creative challenges within our unique island setting. Our goal is to prepare the students to be dynamic citizens of our ever-changing society.

To that end, the Fire Island School District strives to prepare students for college and career opportunities. Doing so means access to highly effective teachers and principals, school guidance counselors, school psychologists, and school nurses, to work collaboratively to educate and supporting the whole child.

THE SCHOOL COUNSELING/GUIDANCE PROGRAM

Effective July 1, 2019 all school districts in NYS must have a comprehensive developmental school/guidance program for all students in grades kindergarten through grade 12. Such a program provides broad and specific support for students. Some activities are provided to all students, such as instruction in the core curriculum; and some are targeted for students with academic, behavior and/or attendance needs. The Fire Island School District will **provide each student access to a certified school counselor in small or large groups four times** a year. Students in **grade six will meet with the school counselor for an additional four times a year** to develop an annual individual progress review plan.

The Fire Island District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Response-to-Intervention provides a multi-tiered approach for addressing student needs in academic areas.

To facilitate parent-teacher cooperation, the district hosts open school night at the beginning of the first trimester, parent-teacher conferences at the end of the first trimester, and offers parent training from the school psychologist on a case-by-case basis.

The School District also recognizes that consistent school attendance, academic success and school completion have a positive correlation. The Fire Island School District has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws relating to compulsory attendance

The School District strives to maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

The District also understands the value of professional development and the importance of a comprehensive professional development plan. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial development in order they remain current with their professional practice and meet the learning needs of their students. Those holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate will complete 100 hours of Continuing Teacher and Leader Education (CTLE) during a five year registration period. All holders of professional and permanent certificates and Level III Teaching Assistants will register with NYSED every five years. For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension will complete a minimum of 50 percent of the required clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. All other certificate holders will receive a minimum of 15 percent of the required clock hours dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The School Counseling / Guidance Plan is committed to meeting the guidance regulations established by New York State as well as the American School Counselor Association (ASCA)

Standards. This plan is designed to ensure students are successful in their educational program, current and future, and addresses academics, attendance, behavior, and parental involvement.

Program Objective: To enable students to participate effectively in their current and future education program with access to broad and specific supports.

- A certified school counselor will be obtained through ESBOCES itinerant services.
- All students in grades K-6 will meet with a certified school counselor in small or large groups four times over the course of the school year – once in the month of September and then at the end of each trimester.
- All students in grade 6 will meet with a certified school counselor for an **additional** four times a year to develop an annual individual progress review plan.
- Prepare all students for college and careers

Target Population: K-6

Expected Outcome(s):

Students will demonstrate continuous academic achievement.

Students will develop appropriate social and emotional skills that will enhance their ability to learn and lead happy, productive lives.

Annual Assessment:

Student academic achievement will be assessed and reported to parents using trimester report cards and interim reports.

Pupils receiving remedial instruction will be evaluated through state assessments, AIMSWeb Plus, and teacher evaluation.

Non-academic objectives will be assessed through teacher observation, questionnaire, and parent survey.

Advisory Council: The advisory council will include two parent representatives, two teacher representatives, and one administrative representative. The council will meet annually to review and evaluate the success of the program using the following tools:

Parent/teacher survey

Teacher observation

Student survey

A comprehensive report will be provided annually to the Fire Island Board of Education on the effectiveness of the program.

Program Description

Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
School wide morning meeting	Principal reads a picture book or shows a short video to the whole school on a topic related to social and emotional learning.	PK-6	Principal or designee	Monthly	Social-Emotional			A1; A2; B1; C1.2,6,7,9-10
Mindfulness program	Teaches students about the brain, stress, the body, breathing, self regulation. Students complete follow up project related to concepts learned.	PK-6	Outside staff (supported by school staff)	10 week program offered 2x/year. 1x each week	Social-Emotional			A1.1,8; C1.10,11
Thriving Learning Communities	Lessons focus on self awareness, self management, social awareness, relationship skills and responsible decision making.	PK-6	Classroom teacher	Daily	Social-Emotional			A2.2,6,7; B1.1-6
Reflection, Goal Setting, Modelling	As part of self-regulated learners, students are taught to use reflection, goal-setting and models to monitor progress and learning	PK-6	Classroom teacher	Daily	Academic	A1.3,5; A2.1,2,4; B1.6,7; B2.1,2,5,6		
Growth Mindset	Concept of growth mindset taught early in year and support language used throughout the year. Based on Carol Dweck's work	PK-6	Classroom teacher	Daily	Academic	A1.4; A2.1,2; B1.7		
After school clubs, sports	Variety of clubs/sport clubs taking place after school offer the opportunity to socialize, learn cooperation, and set goals.	PK-6	Classroom teacher; outside agency	Daily	Academic, Social-Emotional	C1.1-3		A1.3,9; A2.9
Individual, group, and cooperative learning	Classroom learning activities delivered in multiple formats.	PK, 6	Classroom teacher	Daily	Academic	A3.2		
Community Service - Soup kitchen, beach clean up, toys for tots	Each year opportunity is provided to students to participate in a community service project.	PK-6	Teachers, Principal	Annually	Academic	C1.5		

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Circle/Share time	Students share work and accomplishments during circle and share time	PK, K	Classroom teacher	Daily	Academic	A1.1,2; A3.5		
Independent Work, Homework, Crafts, and Projects	Students will learn to manage time and tasks independently while working on projects and assignments.	PK, K	Classroom teacher	Daily	Academic	A2.1; A2.2		
Classroom Behavior Charts and Rewards	Students earn stars for individual and group behavior that allow them to earn rewards when following directions and making good choices.	PK, K	Classroom teacher	Ongoing	Academic, Social-Emotional	A3.1,2		A1.6,9; B1.2
Centers/Activity Choices	Students choose activities for centers based on interest and ability levels.	PK, K	classroom teacher	Daily	Academic	B1.5-7		
Running Records, Foundations, Classroom Assessment	Teacher uses multiple assessment tools in the classroom to monitor academic achievement and growth.	PK, K	classroom teacher	Ongoing	Academic	B2.1-7		
Career Day	Students participate in activities that allow them to share what they want to be when they grow up.	PK, K	classroom teacher	Unit of Study	Career		A1.1-3,8,9; B1.2	
Table Work, Center Work, Recess, Free Play	Students work and play cooperatively in many activities throughout the day	PK, K	classroom teacher	Daily	Career		A1.4-7, 10	
Reading and Writing Lessons	Students read, write, communicate cooperatively on a daily basis.	PK, K	classroom teacher	Daily	Career		A2.1,5-9	

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Career Day Poster	Students make displays to identify tools and supplies needed to do specific jobs.	PK, K	classroom teacher	6-week unit of study	Career		B1.1-3, 5	
Community Helper Sort	Students identify and sort pictures of people, tools, supplies, equipment that is necessary for specific jobs.	PK, K	classroom teacher	6-week unit of study	Career		B1.4	
Career Books	Students will listen to and read books that describe jobs and careers.	PK, K	classroom teacher	6-week unit of study	Career		B1.5	
Internet Resources	Student will listen to books online on sites such as Starfall and Skybrary to listen to non-fiction books about people and their careers.	PK, K	classroom teacher	6-week unit of study	Career		B1.6	
Dramatic Play	Students work in various centers focused on specific careers such as flower shop, bakery, pizza, restaurant, and vet clinic centers	PK, K	classroom teacher	Ongoing	Career		A1.2,3; C1; C2	
Unit of Study: Where We Are in Time and Place	Throughout the unit, students learn that all things grow and change over time. They listen and respond to story books that show living things growing and changing such as The Very Hungry Caterpillar, A House for a Hermit Crag, The Grouchy Ladybug, When I was Little	PK, K	classroom teacher	6-week unit of study	Social-Emotional			A1.4
Unit of Study: How We Express Ourselves	Throughout the unit students listen and respond to stories that help them to identify their own and others' feelings and how to manage feeling. Some books include When Sophie Gets Angry, My Many Colored Days, I Have Feelings, Today I Feel Silly	PK, K	classroom teacher	6-week unit of study	Social-Emotional			A1.5
Unit of Study: How We Express Ourselves	Students listen and respond to stories that show how different cultures express themselves through holidays and traditions	PK, K	Classroom teacher	6-week unit of study	Social-Emotional			A2.2-6

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Unit of Study: How We Express Ourselves – My Favorite Holiday Presentation	Students choose a favorite holiday to research and present to classmates	PK, K	Classroom teacher	6-week unit of study	Social-Emotional			A2.2-6
Unit of Study: Who We Are	Students listen and respond to stories that teach behavior and self-control. Books include the David Shannon No David books, Manners in the Classroom, Beatrice Doesn't Want To	PK, K	Classroom teacher	6-week unit of study	Social-Emotional			A1.6-9
Behavior Plan	Using the schoolwide and classroom behavior plans, student learn about expectations and appropriate behaviors. They are rewarded with stars and awards when they meet expectations.	PK, K	Classroom teacher	Ongoing	Social-Emotional			A1.6-9
Friendship Clouds	Students write special things about a friend on a cloud that they present to each other	PK, K	Classroom teacher	annually	Social-Emotional			PS:A2.8
Kindness Chart	Students are provided with Kindness Cards which outline particular activity to practice kindness. Activity is charted.	1, 2	Classroom teacher	Ongoing	Social-Emotional			A1.1,6; A2.8
Problem-solving	During morning meeting students are provided with A situation for which they discuss different solutions. Students see there are several ways to solve problems	1, 2	Classroom teacher	Ongoing	Social-Emotional			B1.1-6
Self regulation cards	Red, yellow and green cards that students can use when completing classwork to indicated their level of understanding.	1, 2	Classroom teacher	Ongoing	Social-Emotional			A2.6,7
Positive Thinking Charts	Students create with classroom teacher list of examples of positive thinking.	1, 2	Classroom teacher	annually	Social-Emotional			A1.1,5

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Cultural Diversity	Students interview grandparents and talk about where they are from, what life was like when they were little, the traditions they had, and where the tradition came from.	1, 2	Classroom teacher	annually	Academic, Social-Emotional	A2.4-7; B1.4,7		A1.2,11,12
Cultural Diversity	Students draw pictures using one crayon and pictures with multiple crayons and we talked about which picture was more beautiful. Related it to our world, country, town and school.	1, 2	Classroom teacher	annually	Academic, Social-Emotional	A1.2,5		A1.2; A2.3-5
Family	Students talk about their parents and their careers.	1, 2	Classroom teacher	annually	Career		A2.7; B1.5; B2.1	
Goods and Services	Students discuss the contributions of engineers and architects during STEM activities	1, 2	Classroom teacher	Unit of study	Career		A1.2	
Black History/Womens History	Read various books and articles about African Americans and women who have made a difference in our world; share with parents; answer questions	1, 2	Classroom teacher	annually	Academic, Social-Emotional	A1.2; A3.2,5; B1.5		PS:A2.1-6
Communication Skills	"Turn and talk" to share thinking in a small group or with a partner, with sentence starters (I agree, I disagree, etc)	1, 2	Classroom teacher	Ongoing	Social-Emotional			A1.9; A2.6,7
Goal setting	Students set various academic, social, or work habits goals.	1, 2	classroom teacher	Ongoing	Academic, Social-Emotional	B2.1,4-6		A1.3
Personal Safety Skills	Discussions of physical safety, cyber safety, fire safety, halloween safety	PK-6	Classroom teacher	Ongoing	Social-Emotional			C1.1-6

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Growth Mindset: The Power of Yet	The students identify a time they were stuck on a difficult problem/ project, discuss how they felt and then compare the outcome to if they used the word yet. (I can't yet)	3, 4	Classroom teacher	annually	Academic, Social-Emotional	A1.1		A1.5
Learning rules to games	Once a week we research a game we have not planned, create a list of rules and then play the game as a whole class.	3, 4	Classroom teacher	Weekly	Social-Emotional, Career		A1.4, C2.2,3,4	A1.9; A2.1,6-8
Elements of Culture in Japan/ Native Americans	The students identify family member's roles.	3, 4	Classroom teacher	annually	Social-Emotional			A2.2-7
Who We Are: Elements of Culture	The students create lists of their values and beliefs to compare with other cultures.	3, 4	Classroom teacher	annually	Academic, Social-Emotional	A1.2; A2.2-6		A1.1,2,5
S.M.A.R.T. Goals	The students create a goal by writing a statement including a <u>S</u> pecific goal, explaining how it is <u>M</u> asurable, <u>A</u> chievable and <u>R</u> ealistic. They include a <u>T</u> ime frame to reassess their goal and make changes when necessary.	3, 4	Classroom teacher	Ongoing	Academic, Career	A1.2; B1.1,2; B2.1,4-6	A1.5-7	
Self Regulation Lesson (Hint Cards)	The students create index cards with instructional procedures to help complete their independent work. Students have created hint cards to help them solve long division, revise their writing and mark words in Foundations.	3, 4	Classroom teacher	Ongoing	Social-Emotional	A3.1,2; B1.7		
Behavior Chart	Students create class agreements by writing statements for kindness, safety, responsibility, and respect.	3, 4	Classroom teacher	Ongoing	Academic, Social-Emotional	A1.1-3		A2.1-4
Success Criteria Academic Charts	The teacher creates large instructional procedure charts for math, reading and writing lessons. The teacher models how to use the chart, allows the students to practice with a peer and then the chart is hung for the students to use during independent work time.	3, 4	Classroom teacher	Ongoing	Academic	A3; B1		

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Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
Success Criteria for Group Work	Students create a list of what it looks and sounds like when working cooperatively.	3, 4	Classroom teacher	annually	Academic, Social-Emotional, Career	A3.2; B1.2	A1.4; C2.2,3	A2.2-7
Family Fun Cards	Students can excuse themselves one night per week, of their choice, to have quality time with their family instead of completing their homework.	3, 4	Classroom teacher	Ongoing	Academic, Career	C1.1	A1.10	
Peer Relationship Group with school psychologist	Once a week psychologist pushes into the classroom to work with the students on to how identify their feelings, communicate successful with peers and resolve problems.	3, 4	School Psychologist	Weekly	Social-Emotional, Career		C2.2,3	A2
Growth Mindset: The Magic of Mistakes	The students watch a video and discuss as a class how making mistakes helps you become successful. The students create the acronym FAIL: First Attempt in Learning	3, 4	Classroom teacher	annually	Academic	A1		
Growth Mindset: Exercise Your Brain	The students learn that the brain acts like muscle and can grow stronger with use.	3, 4	Classroom teacher	annually	Academic	A1		
Got the paste in the tube?	The students empty out a tube of toothpaste on to a piece of paper. They are then asked to place the paste back into the tube to make it look like new using a toothpick. After the students realize the task is impossible, they discuss the importance of using words carefully. They relate the activity to how they cannot take back their words.	3, 4	Classroom teacher	annually	Social-Emotional			A2
Be Careful of your words	The students take a piece of construction paper. They are asked to crumple it up in a ball and then stomp on it. Next, they are asked to make the paper look like new. They are given a few minutes to try to smooth out the paper. After, they discuss how their actions can affect others and cannot be undone.	3, 4	Classroom teacher	annually	Social-Emotional			A2

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Read Aloud: Alexander and the Terrible, Horrible, No Good Day	The teacher reads the story. After, the class brainstorms and creates a list of activities they can do when feeling frustrated. The chart is hung in the classroom as a reference.	3, 4	Classroom teacher	annually	Social-Emotional			A1
Read Aloud: Mr. Peabody's Apples	The students identify the theme in the story. They discuss how being honest and knowing all of the facts are important.	3, 4	Classroom teacher	annually	Social-Emotional			A1; A2
Am I kind, safe, responsible, respectful?	During morning meeting the students write on a post-it actions they did from the day before that display being kind, safe, responsible and respectful.	3, 4	Classroom teacher	Ongoing	Social-Emotional			A1.1,2,10
Take a Break/Self-Advocacy	The teacher assists the students on identifying when they need to take a break and being honest about it. When the teacher sees a child is distracted, she then guides them to make an appropriate decision by taking a break. (walk to the bathroom, changing their seat, drink of water)	3, 4	Classroom teacher	Ongoing	Social-Emotional			A1.5,6; A2.6,7 B1.1-5; C1.7,9-11
How to conduct research	Students learn how to use the VRC, nonfiction texts and google to research topics in social studies.	3, 4	Classroom teacher	Unit of study	Academic	B1		
Homework List	The students receive homework nightly. If they forget their homework materials at home they place their name on the board and are reminded to bring it in by the end of the week. This teaches them the importance of being responsible for their belongings. (They are not allowed to use their parents as an excuse. They need to keep their reasons for why it is late in "I" statements)	3, 4	Classroom teacher	Ongoing	Career		A2.7-9	
(3rd) Brazil Economy	The students read articles about the World Cup in Brazil. They discuss how tourism effects the economy and the jobs it creates.	3	Classroom teacher	annually	Career		B1.8	

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(3rd) Gallery Walk	Students participate in a gallery walk to learn how the economy can create or eliminate jobs. They visit three stations; each station highlights a different countries economy. Japan's station displays how the natural resource of uranium creates jobs in nuclear plants. Brazil's station displays how sugarcane creates jobs on farms and then is used to create jobs making fuel. England's station shows how jobs were lost because the coal mines shut down due to the use of wind as a form of energy.	3	Classroom teacher	annually	Career		B1.8	
(3rd) Rural vs. Suburban in Brazil	The students compare the homes, jobs, food and education of people that live in the city of Sao Paulo and village of Horto in Brazil.	3	Classroom teacher	annually	Career		C1.1	
Biography Interviews: How the World Works Summative Assessment	The students research a person who has influenced the world with their invention. They create a movie to share with the class about who the person is, their education, how they effected the world, achievements and challenges.	3, 4	Classroom teacher	annually	Academic	B1.5		
Character Traits	The students identify the character's traits by using evidence. (The characters actions, words, feelings) The students identify their own feelings by using evidence of their actions, words or feelings.	3, 4	Classroom teacher	Ongoing	Academic, Social-Emotional	A1.2; B1.2		A1.2,5
How math is used in the real world?	Students brainstorm during their multiplication unit and fraction unit the ways adults use these skills at home or work.	3, 4	Classroom teacher	Unit of study	Career		B2.1; C1.1,2	
How We Express Ourselves Summative Assessment	Students choose a form of expression that is appropriate for expressing their opinion on a topic or specific skills (i.e. art, music, poetry)	3, 4	Classroom teacher	annually	Career		A1.3,9	

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Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
(3rd) Why do countries import?	The students list three reasons why countries import goods by reading "On Valentine's Day. Many of the Flowers Come from Colombia" and "it's a hard Fight to End Child Labor Abuse on West Africa's Cocoa Farms"; SWBAT make a claim supported with evidence about a factor that has influenced trade in the 21st century by reading "most People in India...." and "Who Will Sell the Most Avocados....."; SWBAT construct a supported argument with evidence that addresses the question of how world communities trade with each other in order to meet their needs and wants.	3	classroom teacher	annually	Career		B1.8	
Read Aloud: Hiromi's Hands	The students need to answer the question, how did Hiromi's actions contribute to the end of the story? The student's answer must include details about Hiromi's apprenticeship and hard work at her father's sushi restaurant.	3, 4	classroom teacher	annually	Career		C1.2,5	
Self Regulation Chart	Students use chart to manage learning and to clearly set goals, question their perseverance and assess and evaluate outcomes by asking target questions such as: How am I doing? Do I need to change my plan? Am I satisfied with my outcome?	5, 6	Classroom teacher	Ongoing	Social-Emotional			A1.3-5,10; B1.9,10,12
Socratic Circles	Students follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed	5, 6	Classroom teacher	Ongoing	Academic, Social-Emotional			A2
What if Scenarios	Provides opportunities for students to think, reflect and explore decision making skills of risk-taking, both positively and negatively	5, 6	Classroom teacher	Ongoing	Social-Emotional			A1.8; B1.1-8
Ethical Decision Making	Students label and recognize emotional triggers as well as identifying their own values and moral compass	5, 6	Classroom teacher	Ongoing	Social-Emotional			A1.1,3,5-8; B1.2-4,6,8

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Monitoring Feedback	Provides students with clear expectations for quality work to help the achieve success	5, 6	Classroom teacher	Ongoing	Academic	B2.6		
Literary Group's / Debates	Students engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others	5, 6	Classroom teacher	daily	Academic, Social-Emotional, Career	C1	C2	A2
Environmental education group project; Fishbowl Activity	Students come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	5, 6	Classroom teacher; environmental education teacher	Periodically	Academic, Career	A1.1-3; A2.1,2; B1.5,7	A2.7-9	
Debate; Panel Discussions; Resident Author	Students pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	5, 6	Classroom teacher, author	Monthly; Annually	Academic	B1; A3		
Presentation of book projects	Students use appropriate eye contact, adequate volume, and clear enunciation	5, 6	Classroom teacher	Monthly	Academic	A1.1-3; A3.4,5		
Morning announcements	Students lead the morning exercises (Pledge of Allegiance; national anthem) and announcement of events, information, or celebrations, over the public address system.	PK-6	Music teacher	Daily	Academic, Social-Emotional	A1.3		A1.1
Speech writing fluency/6th grade speech	Students use knowledge of language and its conventions when writing, speaking, reading, listening. Vary sentence patterns for meaning, maintain style and tone	5, 6	Classroom teacher	Ongoing	Academic	A1.1,2; A2.4		
Greek and Roman Mythology	Students relate to character changes. Evaluate how they relate to each other. (Social Awareness)	5, 6	Classroom teacher	Unit of study	Social-Emotional			A1.2,5

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Poetry	Students determine the tone and mood of text as it relates to their own expression. (Self Awareness)	5, 6	Classroom teacher	Unit of study	Social-Emotional			A1.2,5,10; A2.6
Guided Reading- Novels; Social Studies Research	Students identify how culture influences perspective (Social Awareness)	5, 6	Classroom teacher	Ongoing	Social-Emotional			A2
Speeches, Opinion Articles	Students understand / identify bias in arguments as well as valid, factual information vs opinion	5, 6	Classroom teacher	Ongoing	Academic			A2
Essays, DBQ, Reader Response, i-movie, PowerPoint	Students convey ideas through writing and analyze and organize information clearly.	5, 6	Classroom teacher	Ongoing	Academic			A2
Writing plays	Students reflect on past experiences in creating written dialogue to convey narration techniques	5, 6	Classroom teacher	Periodically	Academic	B1.1,2,5,7		
Study Skills; flash cards	Students create self-generated questions from multiple sources when researching ideas	5, 6	Classroom teacher	periodically	Academic	B1.1-5,7		
Text citation activities	Students recognize plagiarism as a means of cheating	5, 6	Classroom teacher	Ongoing	Academic, Social/Emotional	A3.1		A1.6
Reader Response, Essay writing	Students develop and strengthen writing by planning, revising, editing, rewriting or new approach	5, 6	Classroom teacher	Ongoing	Academic	A1.1-4; B1.2,7		

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Digital media/Visual displays	Students make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	5, 6	Classroom teacher	Periodically	Academic, Career	B1.5	A2.1	
Human Rights Forum	Students demonstrate respect for the rights of others in discussion and classroom debates	5, 6	Classroom teacher	Unit of study	Social-Emotional			A2
Black Lives Matter	Students participate in activities that focus on a localized issue or problems in other countries	5, 6	Classroom teacher	Unit of study	Social-Emotional			A1.1,2,5,7,11; A2
Response to conflict - Role playing	Students participate in negotiating and compromising in the resolution of differences and conflict	5, 6	Classroom teacher	Ongoing	Social-Emotional			A2; B1-8
i-movie - Sharing the Planet - global issues	Students identify situations with a global focus in which social actions are required and suggest solutions	5, 6	Classroom teacher	Unit of study	Academic	B1.2		
Jackie Robinson Unit of Study	Identify right and responsibilities of citizens within societies in the Eastern/Western Hemisphere	5, 6	Classroom teacher	Unit of study	Social-Emotional			A2.1-5
Technology - 3-D Printing/Coding	Students learn how to use coding and software to create or manipulate objects in the real world. The connection to careers utilizing these skills is discussed.	5, 6	Classroom teacher; technology teacher	Periodically	Career		A1.3; B1.8	
A Day in the Life of the Great South Bay	Students work with scientists to study the water quality of Great South Bay. Citizen scientist program working with National Seashore, Scientists, and professors.	5, 6	Classroom teacher; technology teacher	Unit of study	Career		A1.2-4,8; A2.1,7,8	

Program Description

Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
Visiting Artist (varies fabric designer, cartoonist, poet)	Presentation on career as fabric designer and weaver. Students in grades 3-6 provided opportunity to create a lap loom using recycled fabrics/plastics. (based on 2019 visit artist)	3-6	Artist; Principal; classroom teacher; art teacher	annually	Career		A1.2-4,8; A2.1,7-9	
Firefighters visit	During month of October, local firefighter comes into the school (or students go to the firehouse) and discuss fire safety and the role of volunteer fireman	PK-4	Local fire department, classroom teacher, principal	annually	Career		A1.2,3; A2.7,8	
Annual Health Program	A themed exposition designed for learning about health and wellness through play and creativity	PK-6	School Nurse	annually	Social-Emotional			A1.1,3; B1.2; B1.9
Arts and Music Program - Path to Rhythm	Musican comes to the school with hand drum for all students. Students are taught to play simple rhythms, and gets a glimpse at one possibility of career life as a teaching/performing musician.	PK-6	Music teacher	annually	Career		A1.2-4; A2.7; B1.2	
PARP- Pick A Reading Partner	Monthlong series of activities aimed at increasing reading outside of school, including literacy-themed spirit activities and keeping a log of minutes read	PK-6	Classroom teacher	annually	Academic	A1.2,3; A2.2; A3.1,3; B1.7		
Art Show	Collection of student are created through-out the year is displayed in art museum style for parents to appreciate. Students discuss their work and take feedback	PK-6	Art teacher	annually	Academic, Social-Emotional	A1.3, A3.2; B1.1		A1.1
Musical Theater	All students have the opportunity to act/sing in a school program that is performed before an audience of parents and community members.	PK-6	Music teacher	Unit of study	Academic, Social-Emotional	A1.3, A3.2; B1.1		A1.1
Individual Counseling	Provided informally or as prescribed by an IEP.	K-6	school psychologist	Ongoing	Social-Emotional			A1.5, A2.6,7; B1.4; C1.10,11

Program Description

Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
Group Counseling	Provided informally or as prescribed by an IEP.	K-6	school psychologist	Ongoing	Social-Emotional			A1, A2.6-8; B1.4; C1.9-11
Conflict Resolution	Individual or group interview to resolve conflict	PK-6	school psychologist, principal, teacher	Ongoing	Social-Emotional			A1.5-9; A2.6-8
Cognitive Map	Strategy used with students to identify both appropriate and inappropriate behaviors and their consequences	PK-6	Psychologist	As needed	Social-Emotional			A1.6; B1.2
"Who am I?" lesson	A specific program used to identify student preferences/interests and to teach respecting differences among peers	PK-6	Psychologist	As needed	Social-Emotional			A1.2,10; A2.2,3,8
Social skills lessons	Used to target skills in social emotional development, coping, conflict resolution, etc.	PK-6	Psychologist	As needed	Social-Emotional			A1.6-9; A2.6; C1.3,4
Open House	Open school night is an opportunity to become familiar with curriculum, routines, and expectations for the school year.	PK-6	Principal, classroom teacher, special area teachers	annually	Academic	B1.4; B2.4; C1.2		
Moving up orientation	First week in June parents meet with their children's teacher for the following year as a means of providing an overview of upcoming expectations	PK-6	Principal, classroom teacher, special area teachers	annually	Academic	B2.1,3,4,6		
Report cards	Trimester reports to illustrate students progress at meeting grade level standards	PK-6	Classroom teachers, special area teachers	Periodically	Academic			

Program Description

Activity/Lesson	Description	Grade Level	Staff Responsible	Date(s) of Activity	Domain	Academic Std. (A)	Career Std. (C)	Personal-Social Std. (PS)
Interim reports	Mid-trimester reports provided to parents as an indication of academic, social and work habits.	PK-6	Classroom teacher	Periodically	Academic			
Family Fun Night	Evening event in which students and parents participate in a game filled evening aimed at creating community, family participation, cooperation and fun	PK-6	physical education teacher, principal, teachers	annually	Social-Emotional			A2.3-8
6th grade orientation	Sixth grade students shadow a middle school student for the day as an orientation to larger school.	6	Bay Shore Middle School Guidance Counselor, Islip Middle School Guidance Counselor	annually	Academic	B1.4; B2.1		

Tool/Assessment	Description	Grade Level	Staff Responsible	Date(s) of Activity
Report cards	Trimester reports to illustrate students progress at meeting grade level standards	PK-6	Classroom teachers, special area teachers	Periodically
Interim reports	Mid-trimester reports provided to parents as an indication of academic, social and work habits.	PK-6	Classroom teacher	Periodically
AIMSWEB	Reading and Math screening tool given to all students three times during the year. Also used for progress monitoring of students receiving RTI services.	K-6	Reading teacher, classroom teachers	Periodically
NYSITELL administration	Determines need for ENL services	K-6	ENL teacher	As needed
NYSESLAT administration	Assesses the proficiency of ENL students	K-6	ENL teacher	annually
State Assessments	3-8 Assessment in ELA and Mathematics; 4th grade NYS Science assessment;	3-6	Classroom teacher, resource room teacher	annually
Behavior Intervention Plan (BIP)	Behavior Intervention Plan (classroom based or individual student based) to teach alternative behaviors for coping, socialization, increasing tolerance etc.	PK-6	Psychologist, special education teacher, classroom teacher	As needed
Student Support Team (SST)	Student support team meets to discuss students who might be at risk in school environment for learning difficulties and /or social-emotional challenges	PK-6	Psychologist, classroom teacher, special education teacher, speech and language teacher	As needed
Behavior Assessment System for Children (BASC)	Tool used to identify learning challenges and social and emotional difficulties.	K-6	Psychologist	As needed
Conners Comprehensive Behavior Rating Scales (Conners CBRS)	Tool used to identify learning challenges and attentional difficulties.	K-6	Psychologist	As needed

Tools-Assessments

Wechsler Individual Achievement Test (WIAT)	Tool used for educational screening for academics.	K-6	Resource room teacher, psychologist	As needed
Wechsler Intelligence Scale for Children (WISC)	Tool used to evaluate intellectual ability	K-6	Psychologist	As needed
Autism Diagnostic Observation Schedule (ADOS)	Evaluation to assess symptoms and levels of autism spectrum disorder	K-6	Psychologist	As needed
Brigance Early Childhood Screen (3-5)	Tool used to assess preacademic readiness in preschool children	PK	psychologist, speech and language teacher	As needed

Book / Clip	Theme(s)
<i>The Invisible Boy</i> by Trudy Ludwig	Relationship skills; bullying; empathy
<i>My Mouth is a Volcano</i> by Julia Cook	Self-Regulation
<i>Be The Change; A grandfather Gandhi Story</i> by Arun Gandhi and Bethany Hegedus	Responsibility to Self and Others
<i>Ada Twist Scientist</i> by Andrea Beaty	Curiosity
<i>Enemy Pie</i> by Derek Munson	Friendship
<i>The Man With the Violin</i> by Kathy Stinson & Dusan Petricic (Play sound track of Ave Maria while reading)	Appreciation of Beauty and Excellence
<i>Back to School Rules</i> by Laurie Friedman	Responsibility, Respect, Safety, Kindness
<i>The Almost Terrible Playdate</i> by Richard Torrey	Cooperation
<i>The Day You Begin</i> by Jacqueline Woodson	Bravery
<i>David Gets in Trouble</i> by David Shannon	Trustworthiness
<i>Be Kind</i> Pat Zietlow Miller	Kindness
<i>Rotten Teeth</i> by Laura Simms	How emotions affect behavior
<i>Pop! The invention of Bubble Gum</i> by Meghan McCarthy	Perserverance
<i>The Way I Feel</i> Janan Cain	Emotions
<i>The Way I Act</i> Janan Cain	Exploration of Behavior
<i>The Honest to Goodness Truth</i> by Patricia McKissack	Honesty
<i>Stand in My Shoes; Kids learning about empathy</i> by Bob Sornson	Empathy
https://www.youtube.com/watch?v=pWp6kkz-pnQ You tube video - Bruno Mars on Sesame Street	Perseverance
https://www.youtube.com/watch?v=0CnJFOzzhAA - Cookie Monster on self regulation	Self-Regulation
https://www.youtube.com/watch?v=oMDquZqH-EE Facial Expressions: https://www.youtube.com/watch?v=omkVhQPlacc	Social Intelligence
https://www.youtube.com/watch?v=rweIE8yyYOU	Kindness
https://www.youtube.com/watch?v=gXDMoiEkyuQ	Gratitude

Novels	Non-Fiction Books	Plays	Poetry	NEWSLA Articles	Speeches
<i>Freak the Mighty</i> (Rodman Philbrick)	<i>Promises to Keep: How Jackie Robinson Changed America</i> (Sharon Robinson)	Romeo and Juliet (Shakespeare)	"Love that Dog"	Audio Books: Global Issues	Steve Jobs - Stanford Commencement Speech (2005)
<i>The Giver</i> (Lois Lowry)		Julius Caesar	"Mother to Son"	Iqbal Masih - Child Labor	Ronald Reagan - Challenger Explosion Speech (1986)
<i>Maniac Magee</i> (Jerry Spinelli)			"To Failure"	"Long Walk to Water" (Linda Sue)	Anna Quindlen - Villanova Graduation Speech (2000)
<i>Walk Two Moons</i> (Sharon Creech)			"The Road Less Traveled"		Malala Yousafzai - United Nations Speech (2013)
<i>Percy Jackson</i> (Rick Riordan)			Langston Hughes (Unit)		
<i>Esperanza Rising</i> (Pam Munoz Ryan)					
<i>Roll of Thunder Hear My Cry</i> (Mildred D. Taylor)					
<i>Wonder</i> (R. J. Palacio)					