
East Islip School District

Comprehensive K-12 School Counseling Plan



East Islip School District
1 Craig B. Gariepy Avenue
Islip Terrace, New York 11752

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VISION STATEMENT

Let each become all one is capable of being.

MISSION STATEMENT

**Our Mission is for East Islip is to be a *District of Excellence*,
and to educate students with the skills and knowledge to
become exceptional learners and leaders.**

**We will provide a safe and positive learning
environment in partnership with our greater community.**

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ELEMENTARY COUNSELORS

Kristianne Haran, Katie Scuderi

The School Counseling Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the American School Counselor Association National Standards, linked to the New York State Learning Standards is accomplished by utilizing the comprehensive model. The comprehensive model uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive model links school counseling to the total educational process.

East Islip School Counseling Philosophy and Belief Statement

The East Islip School Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the East Islip School Counseling Program:

The East Islip School Counselor's belief:

- ↗ All students can learn and should be given the opportunity to succeed.
- ↗ All students have dignity and worth and have the right to a safe, mutually respectful, healthy and orderly learning environment.
- ↗ Learning involves the education of the whole person and is a continuous lifelong process.
- ↗ All students have the right to participate in the school counseling program.
- ↗ Learning requires active participation, mutual respect and individual accountability of students, teachers, administrators, staff, parents, and community members.

The East Islip School Counseling Program will:

- ↗ Maximize students' academic, career and personal/social development.
 - ↗ Be student-centered and based on specified goals.
 - ↗ Maintain positive relationships with our students and parents to create an environment for success.
 - ↗ Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
 - ↗ Consider all students' individual academic, McKinney-Vento status, social and emotional needs when planning and implementing the school counseling program.
 - ↗ Utilize data in assessing the needs of students to drive future program development.
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Counseling Department Goals

The primary goal of the East Islip School District is:

To prepare all students to succeed responsibly in post-secondary education and/or the workplace.

To achieve this goal, the district is committed to ongoing efforts aimed at setting and maintaining high expectations for all students and building the capacity for all students to succeed. This is done within a systemic K-12 framework which maximizes the academic, career, and personal/social development of students.

The following goals show the depth of the formalized Counseling Department activities and initiatives currently being practiced in the district. It is with these goals in mind that guidance activities are created and initiated.

- ✓ To increase COMMUNICATION with parents.
- ✓ To promote a clear understanding of our SCHOOL ENVIRONMENT.
- ✓ To promote understanding of EDUCATIONAL REQUIREMENTS.
- ✓ To promote SCHOOL SUCCESS SKILLS.
- ✓ To provide CAREER/EDUCATION awareness and planning.
- ✓ To promote SOCIAL/PERSONAL development.
- ✓ To increase COMMUNITY INVOLVEMENT.
- ✓ To provide COORDINATION OF SERVICES including COUNSELING.

SERVICES to do so, the Counseling Department will seek to:

- ✓ Ensure school success for all students.
- ✓ Provide timely and effective communication with students, parents, teachers, and administration.
- ✓ Educate the students and parents about graduation requirements.
- ✓ Prepare students for college and career readiness.
- ✓ Coordinate counseling, consulting, and related services.

The following information represents a guideline of the District Guidance Plan for grades K-12 in the East Islip School District.

The format follows the suggested outline for implementing the Commissioner's Regulation 100.2 (ii), as communicated by the New York State Education Department, Division of Student Development and Family Support Services. The National Standards for School Counseling Programs are also referenced throughout this plan.

New York State Commissioner's Regulations 100.2

a. Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.

i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

ii. In grades 7-12, the guidance program shall include the following activities or services:

- a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
- b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors.
- c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement post-secondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors.
- d. The services of personnel certified or licensed as school counselors.

iii. Each school district shall develop a district plan which sets forth the way the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such a plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

School Counseling National Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development, and personal/social development. The following are the nine national standards adopted by New York State.

Academic Development

Standard A- Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

Standard B- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

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.

Standard B- Students will employ strategies to achieve future career success and satisfaction.

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

Personal/Social Development

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

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

Standard C- Students will understand safety and survival skills.

Learning Standards for Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

The Rationale for School Counseling Programs

The primary goal and purpose of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills, which form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and personal/social development. A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventive in its focus and it assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. There is a commitment to individual uniqueness and the maximum development in each of the three areas of student development (domains).

The delivery methods school counselors utilize in an effective school counseling program are:

Direct

1. School Guidance Curriculum
2. Individual Student Planning
3. Responsive Services

Indirect

1. System Support

(From the American School Counselor Association, the National Standards for School Counseling Programs)

Direct Delivery Systems

School Guidance and Counselor Curriculum

- A planned, purposeful series of activities designed to:
 - Improve student competencies in academic, career, and personal/social realms
 - Improve student achievement
 - Connect program to the academic mission of schools
- Delivered through
 - Classroom activities, large or small group activities, and interdisciplinary activities

East Islip School District- School Guidance and Counselor Curriculum

- Classroom activities: School Counselors present lessons in the classroom setting
- Group activities: School Counselors may also conduct large group activities to address students' needs
- Interdisciplinary activities: School Counselors collaborate to develop curriculum across content areas
- Career and College Awareness:
 - Grade level specific career curriculum has been developed using Naviance by creating on-line career portfolios through a series of lessons and direct instruction

Individual Student Planning

- Help students take responsibility as they:
 - Monitor their progress
 - Evaluate their progress
 - Plan for their future

Through:

- Case Management
- Individual Appraisal
- Individual Advisement
- Placement

East Islip School District – Individual Student Planning

- Individual Student Planning: Coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing their future

- Case Management: Utilize assessment, grades, and other data to assist students in analyzing and evaluating their interests, skills, and abilities
- Individual Advisement: Work directly with students and families on developing an appropriate educational plan
- Placement: Assist students in determining the proper educational setting as they meet their academic and career goals
- Counseling Support for Success: Evaluate and provide support for attendance, social skills, test taking strategies, behavior management, time management, and goal setting

Responsive Services/Counseling

Responsive services are the traditional duties of school counselors which consist of activities to meet students' immediate needs, usually necessitated by life events, situations and/or conditions in the students' life. These needs may require counseling, consultation, referral, peer mediation and/or other interventions.

- Consultation
- Personal Counseling-individual and/or group
- Crisis Counseling-intervention and support
- Referral
- Peer facilitation

East Islip School District – Responsive Services/Counseling

- Consultation: School Counselors work with parents, teachers, students and other support services to develop strategies to assist students
- Personal Counseling: Provides a student privacy to freely explore ideas, feelings, and behaviors
- Crisis Counseling: Provides prevention and interventions. Such counseling is short term in nature addressing a student's concerns
- Referral: Counselors refer students and their families to appropriate community agencies when necessary

Indirect Delivery Systems

Systems Support

- Professional Development
- Program Promotion
- Consultation with teachers, staff and administration
- Parent and Community Outreach
- Data Collection and Analysis
- Program Evaluation
- Program Management

East Islip School District-System Support

- Each School Counselor is responsible for implementing the comprehensive school counseling program
- Each School Counselor utilizes newsletters, websites and electronic communications to inform the community
- School Counselors update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- School Counselors participate in professional School Counselors organizations including:
 - American School Counselors Association
 - New York State School Counselors Association
 - Western Suffolk Counselors Association

School Counselors consult, participate and attend:

- CSE and 504 Meetings
- Child Study Team
- Advisory Committees
- District Committees
- Community Outreach
- Grade Level and Instructional Support Team Meetings

School Counselors maintain and manage data through:

- ✓ Grade reports
- ✓ Data Collection and Management
- ✓ Naviance Management
- ✓ Master Schedule/School Tool Management
- ✓ Dignity for All Students Act (DASA)
- ✓ Transcript development
- ✓ College and Scholarship application processing
- ✓ Test Administration Management
 - ✓ Advanced Placement
 - ✓ New York State Regents
 - ✓ Grade Level Assessments
 - ✓ PSAT
 - ✓ SAT
 - ✓ ACT
 - ✓ ASVAB

COUNSELING CURRICULUM STANDARDS AND STUDENT OUTCOMES

SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span</i>										<i>SEL Benchmarks</i>			
Improve Academic Self-Concept	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Articulate feelings of competence and confidence as a learner	X	X	X	X	X	X	X	X	X	1A, 4B 3C, 3A	1A, 4B 3C, 3A	1A, 4B 3C, 3A	1C
Display a positive interest in learning	X	X	X	X	X	X	X	X	X	1A, 4B	1A, 4B	1A, 4B	1C
Take pride in work and academic achievements	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1S 4B
Accepting mistakes as essential to the learning process	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	1C, 4B
Identify attitudes and behaviors which lead to successful learning	X	X	X	X	X	X	X	X	X	1A, 4A	1A, 4A	1A, 4A	1B, 4B
Apply time management and task management skills	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1
Demonstrate how effort and persistence positively affect learning	X	X	X	X	X	X	X	X	X	1A, 4A	1A, 4A	1A, 4A	1
Use communication skills to know when and how to ask for help when needed	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	2C, 4A
Apply knowledge of learning styles to positively influence school performance	X	X	X	X	X	X	X	X	X	3C	3C	3C	3C
Achieve School Success	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Take responsibility for their actions	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3B, 4B
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X	X	X	X	X	X	X	3B	3B	2A, 3b	3B
Develop a broad range of interests and abilities	X	X	X	X	X	X	X	X	X	4A	4A	4A	3B, 4A
Demonstrate dependability, productivity, and initiative	X	X	X	X	X	X	X	X	X	3C	3C	1A, 3C	3B

SC K-12, 2.2 Academic Development: Standard B

<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college</i>										<i>SEL Benchmarks</i>			
Improve Learning	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate the motivation to achieve individual potential	X	X	X	X	X	X	X	X	X	1A, 3A	1A, 3A	1A, 3A	1A, 5C
Learn and apply critical thinking skills	X	X	X	X	X	X	X	X	X	2A	2A	2A	2A, 4B
Apply the study skills necessary for academic success at each level	X	X	X	X	X	X	X	X	X	1C, 3AB	1C, 3AB	1C, 3AB	1
Seeking information and support from faculty, staff, family, and peers	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	2
Organize and apply academic information from a variety of sources	X	X	X	X	X	X	X	X	X				
Use knowledge of learning styles to positively influence school performance	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	1
Become self-directed and independent learners	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	3
Plan to Achieve Goals	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Establish challenging academic goals in elementary, middle, and high school	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1
Use assessment results in educational planning	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	3
Develop and implement an annual plan of study to maximize academic ability and achievement	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1
Apply knowledge of aptitudes and interests to goal setting	X	X	X	X	X	X	X	X	X	1B, 3A	1B, 3A	1B, 3A	2
Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	3B, 5A
Understand the relationship between classroom performance and success in school	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	1C, 4B
Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.			X	X	X	X	X	X	X			1B, 3A	3C, 4B

SC K-12.2.3 Academic Development: Standard C

<i>Students will understand the relationship of academics to the world of work, life at home and in the community</i>										<i>SEL Benchmarks</i>			
Relate School to Life Experiences	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3
Seek co-curricular and community experiences to enhance the school experience	X	X	X	X	X	X	X	X	X	3C, 3A	3C, 3A	3C, 3A	2C
Understand the relationship between learning and work	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1C
Understand that success in school is the foundation to make a positive transition from student to community member	X	X	X	X	X	X	X	X	X	3C, 3B	3C, 3B	3C, 3B	3C
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X	X	X	X	X	X	X	3C, 3B	3C, 3B	3C, 3B	3B, 5A

SC K-12.1.1 Career Development: Standard A

<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</i>										<i>SEL Benchmarks</i>			
Develop Career Awareness	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Develop skills to locate, evaluate, and interpret career information	X	X	X	X	X	X	X	X	X	3B, 5A	3B, 5A	3B, 5A	3B, 5A
Learn about the variety of traditional and nontraditional occupations	X	X	X	X	X	X	X	X	X	3B, 5A	3B, 5A	3B, 5A	3B, 5A
Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	1A, 1C
Learn how to interact and work cooperatively in teams	X	X	X	X	X	X	X	X	X	2C, 3B	2C, 3B	2C, 3B	1A, 1B
Learn to make decisions	X	X	X	X	X	X	X	X	X	3A	3A	3A, 3A	1A, 4A
Learn how to set goals	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1C, 5A
Understand the importance of planning	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	1B, 5A, 5B
Pursuing and developing competency in areas of interest	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3B, 4A
Develop hobbies and vocational interests	X	X	X	X	X	X	X	X	X	3C, 3B	3C, 3B	3C, 3B	1
Balance between work and leisure time	X	X	X	X	X	X	X	X	X	1A, 3A	1A, 3A	1A, 3A	1
Develop Employment Readiness	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Acquiring employability skills such as working on a team, problem-solving, and organizational skills	X	X	X	X	X	X	X	X	X	3C	3C	2C, 3B	3C
Apply job readiness skills to seek employment opportunities			X	X	X	X	X	X	X		3C	2A, 3B	3C, 5B
Demonstrate knowledge about the changing workplace		X	X	X	X	X	X	X	X		3C		3C, 5B
Learn to respect individual uniqueness in the workplace			X	X	X	X	X	X	X			3A, 3A	2A
Learn how to write a resume	X	X			X	X	X	X	X				
Develop a positive attitude toward work and learning	X	X	X	X	X	X	X	X	X	1A, 4B	1A, 4B	1A, 4B	1A, 4B
Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	X	X	X	X	X	X	X	X	X	1A, 4A	1A, 4A	3B, 3A	1A, 4A
Utilize time and task-management skills	X	X	X	X	X	X	X	X	X	1C, 5A	1C, 5A	1A, 3C	1C, 5A

SC K-12.1.2 Career Development: Standard B

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

SEL Benchmarks

Acquire Career Information	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate knowledge of the career planning process	X	X	X	X	X	X	X	X	X	1B			
Understand the various ways occupations can be classified into career clusters			X	X	X	X	X	X	X				
Identify personal skills, interests, and abilities and relate them to current career choices	X	X	X	X	X	X	X	X	X	1B, 3A	1B, 3A	1B, 3A	1B, 5A
Use research and information resources to obtain career information		X	X	X	X	X	X	X	X				
Learn to use the internet to access career planning information		X	X	X	X	X	X	X	X				
Describe occupations and how these relate to career choice	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	1C, 5A
Understand how changing economic and societal needs influence employment trends and future training					X	X	X	X	X				
Identify Career Goals	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate awareness of the education and training needed to achieve career goals	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	3B, 5A
Assess and modify educational plans to support career goals		X	X	X	X	X	X	X	X			1C, 3B	3B, 5A
Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences					X	X	X	X	X				3
Select course work that is related to career interests		X	X	X	X	X	X	X	X			1B, 3A	3B, 5A
Maintain a career planning portfolio	X	X	X	X	X	X	X	X	X	1C, 5A	1C, 5A	1C, 5A	1C, 5A

SC K-12.1.13 Career Development: Standard C

<i>Students will understand the relationship between personal qualities, education, training, and the world of work</i>										<i>SEL Benchmarks</i>			
Acquire Knowledge to Achieve Career Goals	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Understand the relationship between educational achievement and career success		X	X	X	X	X	X	X	X		1B, 3B	1B, 3B	3
Explain how work can help to achieve personal success and satisfaction	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	3
Identify personal preferences and interests which influence career choices and success	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3B, 5A
Understand that the changing workplace requires lifelong learning and acquiring new skills		X	X	X	X	X	X	X	X				3
Describe the effect of work on lifestyles	X	X	X	X	X	X	X	X	X	1A, 3A	1A, 3A	1A, 3A	3
Understand the importance of equity and access in career choice			X	X	X	X	X	X	X		3	3	3
Apply Skills to Achieve Career Goals	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals	X	X	X	X	X	X	X	X	X	1B, 3A	1B, 3A	1B, 3A	1
Learn how to use conflict management skills with peers and adults	X	X	X	X	X	X	X	X	X	2A, 3B	2A, 3B	2A, 3B	2A, 4B
Learn to work cooperatively with others as a team member	X	X	X	X	X	X	X	X	X	2C, 3B	2C, 3B	2C, 3B	2A, 4B
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			X	X	X	X	X	X	X				3

SC K-12.1.4 Personal/Social Development: Standard A													
<i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others</i>										<i>SEL Benchmarks</i>			
Acquire Self-Knowledge	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Develop a positive attitude toward self as a unique and worthy person	X	X	X	X	X	X	X	X	X	1B, 3A	1B, 3A	1B, 3A	3
Identify values, attitudes, and beliefs	X	X	X	X	X	X	X	X	X	3A			3
Learn the goal setting process	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	3C, 5A
Understand change as a part of growth	X	X	X	X	X	X	X	X	X	3A			3
Identify and express feelings	X	X	X	X	X	X	X	X	X	2D, 3A	2D, 3A	2D, 3A	2
Distinguish between appropriate and inappropriate behaviors	X	X	X	X	X	X	X	X	X	2A, 3A	2A, 3A	2A, 3A	2
Recognize personal boundaries, rights and privacy needs	X	X	X	X	X	X	X	X	X	2A, 3B	2A, 3B	2A, 3B	2
Understand the need for self-control and how to practice it	X	X	X	X	X	X	X	X	X	1A, 3C	1A, 3C	1A, 3C	1
Demonstrate cooperative behavior in groups	X	X	X	X	X	X	X	X	X	2C, 3B	2C, 3B	2C, 3B	3B, 4B
Identify personal strengths and assets	X	X	X	X	X	X	X	X	X	1B, 3A	1B, 3A	1B, 3A	3
Identify and discuss changing personal and social roles	X	X	X	X	X	X	X	X	X	2C, 3A	2C, 3A	2C, 3A	3
Identify and recognize changing family roles	X	X	X	X	X	X	X	X	X	2C			2C, 5A
Acquire Interpersonal Skills	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Recognize that everyone has rights and responsibilities	X	X	X	X	X	X	X	X	X	2A, 3A	2A, 3A	2A, 3A	2
Recognize, accept, respect, and appreciate individual differences	X	X	X	X	X	X	X	X	X	2B, 3A	2B, 3A	2B, 3A	2A, 4B
Recognize, accept, and appreciate ethnic and cultural diversity	X	X	X	X	X	X	X	X	X	2B, 3A	2B, 3A	2B, 3A	2B, 4B
Recognize and respect differences in various family configurations	X	X	X	X	X	X	X	X	X	2B, 3A	2B, 3A	2B, 3A	2B, 5A
Use effective communication skills	X	X	X	X	X	X	X	X	X	2D, 3A	2D, 3A	2D, 3A	2A, 4D
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X	X	X	X	X	X	2D, 3A	2D, 3A	2D, 3A	2D, 4B
Learn how to establish and maintain relationships		X	X	X	X	X	X	X	X	2C, 3A	2C, 3A	2C, 3A	

SC K-12.1.5 Personal/Social Development: Standard B

<i>Students will make decisions, set goals, and take necessary action to achieve goals</i>										<i>SEL Benchmarks</i>			
Self-Knowledge Applications	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Use a decision-making and problem-solving model	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1A, 4A
Understand consequences of decisions and choices	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	1A
Identify alternative solutions to a problem	X	X	X	X	X	X	X	X	X	3B, 3A	3B, 3A	3B, 3A	3B, 4A
Develop effective coping skills for dealing with problems	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	2
Demonstrate when, where, and how to seek help for solving problems and making decisions	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	1
Know how to apply conflict resolution skills	X	X	X	X	X	X	X	X	X	2A, 3A	2A, 3A	2A, 3A	2D, 4A
Demonstrate a respect and appreciation for individual and cultural differences	X	X	X	X	X	X	X	X	X	2B, 3A	2B, 3A	2B, 3A	2B, 4A
Know when peer pressure is influencing a decision	X	X	X	X	X	X	X	X	X	2D, 3B	2D, 3B	2D, 3B	1
Identify long and short-term goals	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	1A, 4C
Identify alternative ways of achieving goals	X	X	X	X	X	X	X	X	X	1C, 3B	1C, 3B	1C, 3B	1A, 4C
Use persistence and perseverance in acquiring knowledge and skills	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	3
Develop an action plan to set and achieve realistic goals	X	X	X	X	X	X	X	X	X	1C, 3A	1C, 3A	1C, 3A	3

SC K-12.1.5 Personal/Social Development: Standard C													
<i>Students will understand safety and survival skills</i>										<i>SEL Benchmarks</i>			
Acquire Personal Safety Skills	K-2	3-5	6	7	8	9	10	11	12	K-2	3-5	6-8	9-12
Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X	X	X	X	X	X	2C, 3A	2C, 3A	2C, 3A	1A
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	1A
Understand how to access school support staff, as well as outside community resources	X	X	X	X	X	X	X	X	X	1B, 3B	1B, 3B	1B, 3B	1A
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X	X	X	X	X	X	3B, 3B	3B, 3B	3B, 3B	3B, 4A
Learn how to cope with peer pressure	X	X	X	X	X	X	X	X	X	3B, 3B	3B, 3B	3B, 3B	1
Learn techniques for managing stress and conflict	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	1
Learn coping skills for managing life events	X	X	X	X	X	X	X	X	X	1A, 3B	1A, 3B	1A, 3B	1

Program Objective – The school will prepare students to participate effectively in their current and future educational program.

Expected Outcomes:

1. Students will maintain achievement levels appropriate to their ability
2. Students will demonstrate continuous academic achievement as they progress through elementary, middle school, and high school
3. Students will maintain an interest and effort in their schoolwork
4. Students will meet the requirements necessary to graduate within 4 years of entering high school

Method of Evaluation:

1. Report cards will document achievement
2. Student motivation and effort will be noted by the classroom teacher and documented on report cards
3. Satisfactory progress of students receiving systematic remedial instruction will be evaluated through state assessments and teacher evaluation
4. Student achievement on Regents exams will be reviewed to determine future programming

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Kindergarten screening	Incoming kindergarten students	Teacher, Speech/Language Teacher, Reading Specialist, School Counselor	School Psychologist, Principal, AIS, Special Education Teacher	May/June
State Assessments	Students Grades 3-5	Teacher	Principal	Spring
Cognitive Aptitude Tests	Students Grades 2-4	Teacher	School Psychologist, Principal, AIS	Spring
Systematic Reading Testing Benchmark	Students Grades K-5	Teacher, Reading Teacher	School Psychologist, Principal, CSR, AIS	Ongoing
Instructional Support Team Meetings for placement in AIS	Students requiring AIS Grades K-5	Teacher, Reading Teacher	Pupil Personnel Staff, Principal, AIS, School Counselor	Ongoing
CSE/504 Annual Review Meetings	Special needs students Grades K-5	CSE and 504 Committee members	Report card, testing results, IEP or 504 Plan, teacher feedback, goals for next year	Annual Review – Spring 504 – One year from date of plan

Elementary Program Description continued:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Individual Counseling	Identified Students Grades K-5	School Psychologist, Social Worker, School Counselors	Teacher feedback, parent feedback, Principal	As needed
Group Counseling	Identified Students Grades K-5	School Psychologist, Social Worker, School Counselor		As needed
Building Assemblies	Grades K-5	All Faculty Members		Monthly
Bus Safety	Grades K-5	Teacher	Suffolk Transportation	Ongoing
Arts in Education Programs – special programs provided throughout the year	Grades K-5	Parent Members, Principal, Social Worker, School Psychologist, School Counselor	Outside Presenters	Ongoing
Anti-bullying Activities	Grades K-5	Teacher, Social Worker, School Counselor	Principal	Ongoing
Manners Matter	Grades K-5	All Faculty	Principal	Ongoing

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent/Teacher/Counselor Conferences	Grades 6-8	School Counselor	Teacher, Administration (as needed)	As needed
CSE/504 Annual Review Meeting	Special Needs Students Grades 6-8	CSE and 504 Committee members	Report card, testing results, IEP or 504 Plan, teacher feedback, goals for next year	Annual Review – Spring 504 – One year from date of plan
Individual Counseling	Identified Students Grades 6-8	School Psychologist, Social Worker	Teacher feedback, parent feedback, Principal, School Counselor	As needed
Group Counseling	Identified Students Grades 6-8	School Psychologist, Social Worker, School Counselor	School Counselor	As needed
Building Assemblies	Grades 6-8	All Faculty Members		Varies
Review Summer School Courses/Grades	Grades 6-8	School Counselor		August

Middle School Program Description continued:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Review Report Cards	Grades 6-8	School Counselor	Teacher	As Needed
Master scheduling process: review schedules to ensure proper placement including AIS, ENL, Special Education, Clearly students	Grades 6-8	School Counselor	Teacher, Administration, Director, Parent	Ongoing
Scheduling Concerns	Grades 6-8	School Counselor	Teacher, Administrator, Director, Parent	Ongoing
Articulation meetings – sharing pertinent student information with staff	Grades 6-8	School Counselor, Nurse, School Psychologist, Social Worker	Administration	August/September
Meet the Teacher Night	Grades 6-8	Teachers	Principal	September
Manners Matter	Grades 6-8	All Faculty	Principal	Ongoing
Instructional Support Team Meetings	Grades 6-8	Principal, Assistant Principal, Director, School Counselor	Nurse, School Psychologist, Social Worker	Ongoing
New York State Career Interest Inventory	Grades 6-8	School Counselor		Ongoing
Review Summer School Grades	Grades 6-8	School Counselor	Teacher	August/September
Weekly Progress Reports	Identified Students Grades 6-8	School Counselor	Teacher	Ongoing

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent/Student Orientation Programs	Grades 9-12	Principal, Assistant Principals, Directors, School Counselor		August/September
Meet the Teacher Night	Grades 9-12	Teachers	Principal	September
Senior College Application Process	Grade 12	School Counselor	Teachers	September
Naviance – Career Interest Inventory	Grades 9-11	School Counselor	Teachers	December-February
Instructional Support team Meetings	Grades 9-12	Principal, Assistant Principal, Director, School Counselor	Nurse, School Psychologist, Social Worker	Ongoing
Parent/Teacher/Counselor Conferences	Grades 9-12	School Counselor	Teacher Administration (as needed)	As Needed
Master scheduling process: review schedules to ensure proper placement including AIS, ENL, Special Education, Cleary students	Grades 9-12	School Counselor	Teacher, Administration, Director, Parent	Ongoing
Scheduling Concerns	Grades 9-12	School Counselor	Teacher, Administration, Director	Ongoing
CSE/504 Annual Review Meetings	Special Needs students Grades 9-12	CSE and 504 Committee members	Report card, testing results, IEP or 504 Plan, teacher feedback, goals for next year	Annual Review – Spring. 504 – One year from date of plan
Individual Counseling		School Psychologist, Social Worker	Teacher feedback, parent feedback	As Needed

High School Program Description continued:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Group Counseling	Identified Students Grades 9-12	School Psychologist, Social Worker		As needed
Building Assemblies	Grades 9-12	All Faculty Members		Varies
Review Summer School Courses/Grades/Regents scores	Grades 9-12	School Counselor		August/September
Review Senior Graduation Requirements	Grade 12	School Counselor		August
PSAT/SAT/ACT/AP Preparation	Grades 10-12	School Counselor	Teacher, Outside Referrals	Ongoing
Weekly Progress Reports	Identified Students Grades 9-12	School Counselor	Teacher	As needed
Walk-in Regents Testing	Identified Students Grades 9-12	School Counselor	Teacher	January, June, August
Review Report Cards	Grades 9-12	School Counselor	Teacher	Ongoing
Meeting with seniors in danger of failing	Grade 12	School Counselor, Principal		Ongoing
Manners Matter	Grades 9-12	All Faculty	Principal	Ongoing

Program Objective – The school will monitor student attendance.

Expected Outcomes:

1. Students will attend school daily
2. Parents will understand and participate in their child's attendance

Method of Evaluation:

1. Student attendance will be assessed by daily, monthly and year end reports
2. Analysis of student's cumulative attendance record

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Student attendance reporting	Students Grades K-5	Teacher	Attendance Personnel, Infinite Campus	Daily
Attendance phone calls to parents	Absent students Grades K-5	Clerical	Teacher, Principal, Social Worker	Daily
Written communication to parent/guardian regarding excessive absences	Students with excessive absences Grades K-5	Principal, Social Worker	Pupil Personnel Staff	As Needed
Parent Conference	Students with excessive absences Grades K-5	Principal, Social Worker, Teacher, School Counselor	Pupil Personnel Staff	As Needed

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Student attendance reporting	Students Grades 6-8	Teacher	Attendance Personnel, Infinite Campus	Daily
Attendance phone calls to parents	Absent students Grades 6-8	Clerical	Teacher, Principal, Social Worker	Daily
Written communication to parents regarding excessive absences	Students with excessive absences Grades 6-8	Principal, Social Worker	Pupil Personnel Staff	As Needed
Parent conference	Students with excessive absences Grades 6-8	Principal, Social Worker, Teacher	Pupil Personnel Staff	As Needed
Home visit	Students with excessive absences Grades 6-8	Social Worker, School Counselor	Pupil Personnel Staff	As Needed
Weekly Progress Reports	Identified Students Grades 6-8	School Counselor	Teacher	As Needed
Instructional Support Team Meetings	Students with excessive absences Grades 6-8	Principal, Assistant Principal, Director, School Counselor	Nurse, School Psychologist, Social Worker	Ongoing

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Student attendance reporting	Students Grades 9-12	Teacher	Attendance Personnel, Infinite Campus	Daily
Attendance phone calls to parents	Absent students Grades 9-12	Clerical	Teacher, Principal, Social Worker	Daily
Written communication to parent/guardian regarding excessive absences	Students with excessive absences Grades 9-12	Principal, Social Worker	Pupil Personnel Staff	As Needed
Parent conference	Students with excessive absences Grades 9-12	Principal, Social Worker, Teacher	Pupil Personnel Staff	As Needed
Home visit	Students with excessive absences Grades 9-12	Social Worker, School Counselor	Pupil Personnel Staff	As Needed
Weekly Progress Reports	Identified Students Grades 9-12	School Counselor	Teacher	As Needed
Instructional Support Team Meetings	Students with excessive absences Grades 9-12	Principal, Assistant Principal, Director, School Counselor	School Psychologist, Social Worker, Nurse	Ongoing
Weekly Progress Reports	Identified Students Grades 9-12	School Counselor	Teacher	As Needed

Program Objective – The school will assist students who exhibit academic problems.

Expected Outcomes:

1. Students' academic performance will improve
2. Students' work/study habits will improve
3. Students will improve classroom work and homework
4. Students' report card grades will improve

Method of Evaluation:

1. Review of report cards
2. Analysis of standardized achievement tests

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent/Teacher Conference	Identified Students Grades K-5	Teacher	Principal, School Counselor, School Psychologist, AIS, IST, CSE	As needed
Instructional Support Team Meetings	Identified Students Grades K-5	Teacher, Principal, School Counselor, School Psychologist	Resource Room Teacher, AIS, IST, CSE	As needed
Student/Teacher Conference	Identified Students Grades K-5	Teacher	Principal, CSE, AIS, IST	As needed
Referral to CSE for evaluation	Referred students Grades K-5	Teacher	Principal, School Psychologist, Social Worker, Parent, AIS, IST, CSE	As needed
Student/Social Worker Conference	Students exhibiting academic concerns Grades K-5	Social Worker	School Psychologist, Principal	As needed
Academic Intervention Services (AIS)	Identified students Grades K-5	Teacher, School Psychologist, Building Administration	IST, report card, standardized test results	Fall/Quarterly

Response to Intervention (RTI)	Identified students Grades K-5	Teacher, School Psychologist, Building Administration	IST, report card, standardized test results	Fall/Quarterly
Social Emotional Learning and Career Lessons	K-5	School Counselors, Social Workers		As needed

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent/Teacher/Counselor Conferences	Grades 6-8	School Counselor	Teacher, Administration	As needed
Instructional Support Team	Identified Students Grades 6-8	Principal, Assistant Principal, Director, School Counselor	Nurse, Social Worker, School Psychologist,	Ongoing
Academic Intervention Services (AIS)	Identified Students Grades 6-8	Directors, Teachers, School Counselor	Principal, Directors	Ongoing
Referral to CSE for evaluation	Individual Basis	Principal, Teacher, School Counselor	Instructional Support Team, Special Education Teachers, School Psychologist	As needed
Extra Help	Individual Basis	Teacher	School Counselor	As needed
Weekly Progress Reports	Identified Students Grades 6-8	School Counselor	Teacher	As needed
Review of students' grades	Grades 6-8	School Counselor	Teacher	Ongoing, 5-Week, Quarterly
Parent communication regarding academic performance	Grades 6-8	School Counselor	Teacher	Ongoing
Identify strategies to assist students with academic needs i.e., homework club, agenda club, extra help	Grades 6-8	School Counselor	Teacher, Parent, Website	Ongoing
CSE and 504 meetings	Grades 6-8	School Counselor, Teacher, School Psychologist, Social Worker	Parent	Ongoing, Annual Review
Review final grades/Summer School Eligibility Paperwork	Grades 6-8	School Counselor	Parent	Annually
Student/Counselor Conference	Grades 6-8	School Counselor		Ongoing

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent/Teacher/Counselor Conferences	Grades 9-12	School Counselor	Teacher, Administration	As needed
Instructional Support Team	Identified Students Grades 9-12	Principal, Assistant Principal, Director, School Counselor	Nurse, School Psychologist, Social Worker	Ongoing
Academic Intervention Services (AIS)	Identified Students Grades 9-12	Directors, Teachers, School Counselor	Principal, Assistant Principal, Directors	Ongoing
Referral to CSE for evaluation	Individual Basis	Principal, Teacher, School Counselor	Instructional Support Team, Special Education Teachers, School Psychologist	As needed
Extra Help	Individual Basis	Teacher	School Counselor, Website	As needed
Weekly Progress Reports	Identified Students Grades 9-12	School Counselor	Teacher	As needed
Review final grades/Summer School Eligibility Paperwork	Grades 9-12	School Counselor	Parent	Annually
Review of students' grades	Grades 9-12	School Counselor	Teacher	Ongoing, 5-Week, Quarterly
Parent communication regarding academic performance	Grades 9-12	School Counselor	Teacher	Ongoing
Identify strategies to assist students with academic needs i.e., extra help	Grades 9-12	School Counselor	Teacher, Parent, Website	Ongoing
CSE and 504 meetings	Grades 9-12	School Counselor, Teacher, Psychologist, Social Worker	Parent	Ongoing, Annual Review
Student/Counselor Conference	Grades 6-8	School Counselor		Ongoing

Program Objective – The school will help students who exhibit behavioral, social/emotional, or adjustment needs.

Expected Outcomes:

1. Students will make appropriate decisions concerning acceptable behavior
2. Students' overall school performance and experience will be enhanced
3. Improved student behavior and peer relationships

Method of Evaluation:

1. Review of behavioral referrals
2. Teacher/counselor/parent observation of student
3. Student behavior will be assessed by the reduction of reported discipline problems
4. Academic performance

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Classroom instruction regarding appropriate school behavior	Grades K-5	Teacher, School Counselor, Social Worker	Principal, Pupil Personnel Staff	As needed
Teacher/Student Conference	Identified Students Grades K-5	Teacher, School Counselor	Principal, Pupil Personnel Staff	As needed
Teacher/Parent/Principal Conference	Identified Students Grades K-5	Teacher, Principal, School Counselor	Principal, Pupil Personnel Staff	As needed
Instructional Support Team (IST) referral	Identified Students Grades K-5	Teacher, Principal, School Psychologist, School Counselor	Nurse	As needed
Referral to outside agencies	Identified Students Grades K-5	Principal, Social Worker, School Psychologist, School Counselor	Nurse	As needed

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Classroom instruction regarding appropriate school behavior	Students Grades 6-8	Teacher	Principal, Pupil Personnel Staff, School Counselor	As needed
Teacher/Student Conference	Identified Students Grades 6-8	Teacher, School Counselor	Principal, Pupil Personnel Staff	As needed
Teacher/Parent/Principal Conference	Identified Students Grades 6-8	Teacher, Principal, School Counselor	Principal, Pupil Personnel Staff	As needed
Instructional Support Team (IST) referral	Identified Students Grades 6-8	Teacher, School Counselor, Principal, School Psychologist	School Social Worker, Nurse	As needed
Individual and/or Group Counseling	Individual Basis and/or as per IEP	Social Worker, School Psychologist	School Counselor, Nurse	As needed
Referral to outside agencies	Identified Students Grades 6-8	Principal, School Counselor, Social Worker, School Psychologist	Nurse	As needed
Counseling and Interventions- Address student needs by providing counseling relating to peer conflicts, crisis situations, attendance issues, academic support, time management, organization and test taking skills, stress management, coping strategies, problem solving skills.	Identified Students Grades 6-8	Principal, School Counselor, Social Worker, School Psychologist	Nurse, Teacher	As needed
Team Meetings	Identified Students Grades 6-8	Principal, School Counselor, Social Worker, Teacher School Psychologist	Nurse, Parent	As needed

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Classroom instruction regarding appropriate school behavior	Grades 9-12	Teacher	Principal, Pupil Personnel Staff, School Counselor	As needed
Teacher/Student Conference	Identified Students Grades 9-12	Teacher, School Counselor	Principal, Pupil Personnel Staff	As needed
Teacher/Parent/Principal Conference	Identified Students Grades 9-12	Teacher, Principal, School Counselor	Principal, Pupil Personnel Staff	As needed
Child Study Team Meetings	Identified Students Grades 9-12	School Counselor, Teacher	Parent, Student, Administration	As needed
IST referral	Identified Students Grades 9-12	Teacher, School Counselor, Principal, School Psychologist	School Social Worker, Nurse	As needed
Individual and/or Group Counseling	Individual Basis and/or as per IEP	Social Worker, School Psychologist	School Counselor, Nurse	As needed
Referral to outside agencies	Identified Students Grades 9-12	Principal, School Counselor, Social Worker, School Psychologist	Nurse	As needed
Counseling and Interventions - Address student needs by providing counseling relating to peer conflicts, crisis situations, attendance issues, academic support, time management, organization and test taking skills, stress management, coping strategies, problem solving skills.	Identified Students Grades 9-12	Principal, School Counselor, Social Worker, School Psychologist	Nurse, Teacher	As needed

Program Objective – The school will educate students concerning personal safety.

Expected Outcomes:

1. Students will be able to recognize potentially dangerous situations, including the ability to realize when their personal safety is threatened
2. Students will be able to identify someone with whom they can safely confide their feelings
3. Students will be able to display an age-appropriate understanding of physical/emotional/sexual abuse

Method of Evaluation:

1. Expected outcome will be assessed by our staff's observations of student responses
2. Parental feedback

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Instruction regarding personal safety – Fire safety, stranger/danger, bike safety, road safety, pool safety	Grades K-5	Teacher, Phys Ed Teacher. School Counselor	Nurse, appropriate program materials. Arts in Education Program, outside presenters (Safe Routes)	Ongoing
Parent notification in the event of potential risk to child's safety	Parents of students Grades K-5	Principal, Pupil Personnel Staff, School Counselor	Nurse, Social Worker	As needed
Counseling	Identified students Grades K-5	School Psychologist, Social Worker, School Counselor	Outside agencies	As needed
Referral to outside agencies	Identified students Grades K-5	School Psychologist, Social Worker, School Counselor	Teacher, School Psychologist, Nurse, Social Worker	As needed
Consult with Nurse regarding student health concerns	Identified students Grades 9-12	School Counselor, Teacher, Nurse	Pupil Personnel Staff	September, Ongoing

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent notification in the event of potential risk to child's safety	Parents of students Grades 6-8	Principal, Pupil Personnel Staff	Nurse, Social Worker	As needed
Counseling	Identified students Grades 6-8	School Psychologist, Social Worker	Outside agencies	As needed
Referral to outside agencies	Identified students Grades 6-8	School Psychologist, Social Worker	Teacher, School Psychologist, Nurse, Social Worker	As needed
Consult with Nurse regarding student health concerns	Identified students Grades 6-8	School Counselor, Teacher, Nurse	Pupil Personnel Staff	September, Ongoing
Attend and provide input at CSE and 504 meetings.	Identified students Grades 6-8	School Counselor, Teacher, Nurse, Pupil Personnel Staff	Teacher	Ongoing
Participate in safety drills (fire, lock-down, lock-out, shelter-in-place, hold-in-place, evacuate)	Grades 6-8	School Counselor, Teacher, Nurse, Administrators, Security	Fire/Police Department	Ongoing
Participate in Articulation meetings which address medical concerns	Grades 6-8	School Counselor, Teacher, Nurse, Administrators, School Psychologist, Social Worker	Pupil Personnel Staff	Annually

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Parent notification in the event of potential risk to child's safety	Parents of students Grades 9-12	Principal, Pupil Personnel Staff	Nurse, Social Worker	As needed
Counseling	Identified students Grades 9-12	School Psychologist, Social Worker	Outside agencies	As needed
Referral to outside agencies	Identified students Grades 9-12	School Psychologist, Social Worker	Teacher, School Psychologist, Nurse, Social Worker	As needed
Consult with Nurse regarding student health concerns	Identified students Grades 9-12	School Counselor, Teacher, Nurse	Pupil Personnel Staff	September, Ongoing
Participate in safety drills (fire, lock-down, lock-out, shelter-in-place, hold-in-place, evacuate)	Grades 9-12	School Counselor, Teacher, Nurse, Administrators, Security	Fire/Police Department	Ongoing

Program Objective – The school will encourage parental involvement and facilitate effective home/school communication.

Expected Outcomes:

1. Parental involvement will include the awareness and support of educational programs and goals established for the student
2. Parents will review their child's planner on a regular basis to ensure their child is completing daily assignments
3. A satisfactory level of parent-initiated contact with teachers and other school personnel
4. Parents will be kept informed of student progress throughout the school year
5. Parent contacts will be made in the event of failure, excessive absenteeism, or disruptive incidences
6. Parents will be kept informed of events and programs for which students are eligible

Method of Evaluation:

1. Parental awareness and support of educational programs and goals will be assessed by parental feedback
2. Parent initiated contact will be assessed by teacher and administrative observation

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
School/Parent communications, report cards/newsletter, informal communication	Parents of students Grades K-5	All Faculty Members, Principal, School Counselor	Nurse, Pupil Personnel Staff, Website, Backpack Mail	Ongoing
Parent Advisory Committees	Parents of students Grades K-5	Principal, Select Faculty Members, School Improvement Team (SIT) Members	Administration, Pupil Personnel Staff	Ongoing
Parent/Teacher Conferences	Parents of students Grades K-5	Teacher, School Counselor	Principal, Pupil Personnel Staff	November, ongoing
Kindergarten Orientation, Back-to-School Night, Curriculum Nights	Parents of students Grades K-5	Teachers, Pupil Personnel Staff, Specialty Teachers, Principal	Handouts and other pertinent resources	Ongoing
Book Fair	Parents of students Grades K-5	Principal, Select Faculty Members	PTA	Varies by building
Family Nights	Parents of students Grades K-5	Principal, Select Faculty Members	PTA	Varies by building

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
School/Parent Communications, report cards/newsletter, informal communication	Parents of students Grades 6-8	All Faculty Members, Principal	Nurse, Pupil Personnel Staff, School Counselor, Website, Backpack Mail	Ongoing
Parent Advisory Committees	Parents of students Grades 6-8	Principal, Select Faculty Members, School Improvement Team (SIT)	Administration, Pupil Personnel Staff	Ongoing
Parent/Teacher Conferences	Parents of students Grades 6-8	Teacher	Principal, Pupil Personnel Staff, School Counselor	November, Ongoing
Orientation, Back-to-School Night, Parent informational nights	Parents of students Grades 6-8	Teachers, Pupil Personnel Staff, Principal	School Counselor, Handouts and other pertinent resources	Ongoing
Weekly Progress Reports	Identified Students Grades 6-8	School Counselor	Teacher	As needed
6 th Grade Orientation	Grade 6	School Counselor	Social Worker, School Psychologist	September
Team Meetings	Identified Students Grades 6-8	School Counselor, Teacher, Social Worker, School Psychologist	Pupil Personnel Staff, Parents, Nurse, Administration	Ongoing
Communication with Parents	Grades 6-8	School Counselor	Teachers, Social Worker, School Psychologist, Administration	Ongoing
Attend and provide input at CSE and 504 meetings.	Grades 6-8	School Counselor, Teacher, School Psychologist	Administration, Pupil Personnel Staff, Nurse	Ongoing
District Wide Phone Messaging	Grades 6-8	District Level Administration	Principal, Directors	Ongoing
Infinite Campus Parent/Student Portal	Parents of student, Grades 6-8	School Counselor, Teachers, Pupil Personnel Staff	Principals, Assistant Principals, Directors, Social Worker, School Psychologist, Nurse	Ongoing

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
School/Parent Communications, report cards/newsletter, informal communication	Parents of student, Grades 9-12	All faculty members, Principal	Nurse, Pupil Personnel Staff, School Counselor, Website, Mail	Ongoing
Parent Advisory Committees	Parents of student, Grades 9-12	Principal, SIT, select faculty members	Administration, Pupil Personnel Staff	Ongoing
Parent/Teacher Conferences	Parents of student, Grades 9-12	Teacher	Principal, Pupil Personnel Staff, School Counselor	November, Ongoing
Communication with Parents	Grades 9-12	School Counselor	Teachers, Social Worker, School Psychologist, Administration	Ongoing
Orientation, Back-to-School Night Parent informational nights	Parents of students Grades 9-12	School Counselor, Teachers, Principal, Pupil Personnel Staff,	Handouts and other pertinent resources	Ongoing
Infinite Campus Parent/Student Portal	Parents of student Grades 9-12	School Counselor, Teachers, Pupil Personnel Staff	Principals, Assistant Principals, Directors, Social Worker, School Psychologist	Ongoing
Naviance	Parents of Student, Grades 9-12	School Counselor	Teachers, Directors, Clerical	Ongoing
District Wide Phone Messaging	Grades 9-12	District Level Administration	Principal, Directors, School Counselors	Ongoing
Remind Application	Parents of Student, Grades 9-12	School Counselor		Ongoing
Weekly Progress Reports	Identified Students Grades 9-12	School Counselor	Teacher	As needed

Program Objective – The school will provide students and parents new to the district with information regarding our educational program.

Expected Outcomes:

1. New students will be placed in appropriate educational programs
2. Parents of new students will be aware of the educational programs and services offered at East Islip School District

Method of Evaluation:

1. Counselor observation and teacher feedback
2. Parent/student feedback
3. Records review

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Registration of new students and initial meeting with parent/guardian	All new students	School Counselor	Clerical staff	Ongoing
Distribution of pertinent information for new students and parents such as Infinite Campus, website, school calendar, etc.	All new students and parents	School Counselor	Clerical staff	Ongoing

Middle School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Registration of new students and initial meeting with parent/guardian	All new students	School Counselor	Clerical staff	Ongoing
Distribution of pertinent information for new students and parents such as Infinite Campus, website, school calendar, etc.	All new students and parents	School Counselor	Clerical staff	Ongoing
6 th Grade Orientation	Grade 6	School Counselor	Social Worker, School Psychologist	September

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Registration of new students and initial meeting with parent/guardian	All new students	School Counselor	Clerical staff	Ongoing
Distribution of pertinent information for new students and parents such as Infinite Campus, website, school calendar, etc.	All new students and parents	School Counselor	Clerical staff	Ongoing
9 th Grade Orientation	Grade 9	School Counselor	Principal, Administration	September

Program Objective – The school will assist students in the development of individual, college, and career planning and provide opportunities to explore college and career options.

Expected Outcomes:

1. Students will be aware of requirements for New York State Diploma options
2. In cooperation with parents, students will plan an appropriate educational program
3. Students and parents will gain knowledge of the college application and financial aid process
4. Students will research and explore potential career pathways

Method of Evaluation:

1. Review of educational plan
2. Review of career pathway progression

Elementary Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Career Exploration Project	K-5	Teacher, School Counselor		Ongoing- Annually updated

Middle School Program Description:

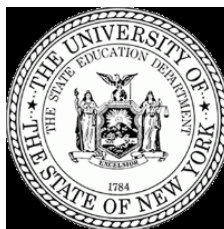
Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Level One Assessment	Students with an IEP Grades 6-8	School Counselor, School Psychologist, Teacher	Parent	November-January
Career Planning	Grades 6-8	School Counselor		Ongoing
Scheduling - Elective selection and course review	Grade 6-7	School Counselor	Teacher, Directors, Administrator	Annually
Grade 8 – Meet with students to discuss high school courses and elective selection	Grade 8	School Counselor	Teachers	Annually

High School Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Student/Parent Orientation	Grades 9-12	School Counselor		September/October
Career Interest Inventory	Grades 9-12	School Counselor	Teacher	October-December
Naviance	Grades 9-12	School Counselor		Ongoing
Scheduling	Grades 9-11	School Counselor	Teacher, Directors	Annually
Curriculum and Elective Fair	Grades 9-11	School Counselor	Teacher, Directors	January
Advanced Placement (AP) Informational Workshop	Identified Students Grades 9-12	Advanced Placement (AP) Teacher, Director	School Counselor	January
Junior Conference	Grade 11	School Counselor		January-March
Grade Level Conferences in the Computer Lab	Grades 9-12	School Counselor		Annually
College/Career Research	Grades 9-12	School Counselor		Ongoing
Senior College Applications-individual appointments	Grade 12	School Counselor	Teachers	Ongoing
College Fair	Grades 9-12	School Counselor	Pupil Personnel Staff, Teachers	October
NCAA Meeting	Grades 9-12	School Counselor	Director	October
Financial Aid Workshop	Grades 9-12	School Counselor	Director	October, January
Senior FAFSA Application Parent Meeting	Grade 12	School Counselor	College Financial Aid Representative	January

High School Program Description continued:

Activity	Target Group	Staff Assigned	Other Resources	Timeframe
Onsite college admissions	Grade 12	School Counselor	Clerical staff, College Representative	Ongoing
Administration of College and Career Placement exams (PSAT, SAT, ACT, ASVAB, AP)	Grades 10-12	School Counselor	Testing Administrators, Military Personnel	Ongoing National test dates
Services for Students with Disabilities (SSD)	Identified students Grades 9-12	School Counselor, School Psychologist	Social Worker	Ongoing
Transitional Planning	Students with an IEP Grades 9-12	School Counselor, School Psychologist, Teacher	Parent, Student, outside referrals	Ongoing
Level One Assessment	Students with an IEP Grades 9-12	School Counselor, School Psychologist, Teacher	Parent, Student,	November-January
Scholarship Information	Grades 9-12	School Counselor	Teacher, Clerical staff	Ongoing
Mid-Year and Final Official Reports to Colleges	Grade 12	School Counselor	Clerical staff	December, June
Summer Programs	Grades 9-12	School Counselor	Administration	Ongoing, Summer



New York State Diploma/Credential Requirements

Revised June 2022

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, Diploma Requirements as well as the NYSED's General Education and Diploma Requirements webpage. Reference the Understanding NYS Diploma Requirements ~ Family Resources webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the Individual Arts Assessment Pathway webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 474-5922.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none">• 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies);• successful completion of 1 Pathway; and• each Regents Exam with a score of 65 or better <p>Reference: Diploma Types</p>

Regents Diploma (through traditional appeal)	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies); • successful completion of 1 Pathway • 1 of the above Regents Exams (including the pathway, if a Regents Exam) with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and • remaining required Regents Exams with a score of 65 or better <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>
Regents Diploma with Honors	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies); • successful completion of 1 Pathway and • a computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam) <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ The student’s final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement. Reference: Regents Diploma with Honors

Regents Diploma with
Advanced Designation

All student populations

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment:

- 7 required Regents Exams distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies.
- successful completion of 1 Pathway and
- each Regents Exam with a score of **65 or better**

Sequence: successful completion of **one** of the three sequence options:

- earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or
- completing a 5-unit sequence in the Arts; or
- completing a 5-unit sequence in CTE

Regents with **Advanced Designation** with an annotation that denotes **Mastery in Mathematics**

All student populations

Reference: Diploma Types

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment and Sequence: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) **and** scores 85 or better on each of 3 Regents Examinations in mathematics

Note: Students who were exempted from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:

- passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or
- passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted.

Regents with **Advanced Designation** with an annotation that denotes **Mastery in Science**

All student populations

Reference: Endorsements and Seals

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment and Sequence: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) **and** scores 85 or better on each of 3 Regents Examinations in science

Note: Students who were exempted from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:

- passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or
- passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted. **Reference:** Endorsements and Seals

Regents with **Advanced Designation with Honors**

All student populations

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment and Sequence: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of **90 or better** on all Regents Exams required for the diploma

Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.

• **Students with a minimum of three scored Regents Examinations applicable to the diploma** ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.

• **Students with fewer than three scored Regents Examinations applicable to the diploma** ○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.

Local Diploma (through Traditional Appeal)

All student populations

Reference: Regents Diploma with Advanced Designation with Honors

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment:

- 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies);
- Successful completion of 1 Pathway and
- 2 of the above required **Regents Exams** (including the Pathway, if a Regents Exam) with a score of **60-64** for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); and
- remaining required Regents Exams with a score of **65 or better**

Reference: Appeals, Safety Nets, and Superintendent Determination

Local Diploma

English Language Learners
Only

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, 3 ½ electives

Assessment:

- 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies)
- Successful completion of 1 Pathway; and
- the ELA Regents Exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7);
- up to 1 of the above required Regents Exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7);
- remaining required Regents Exams with a score of 65 or better

Note: English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time. Reference: Appeals, Safety Nets, and Superintendent Determination

Local Diploma

Students with disabilities with
an individualized education
program (IEP) or if included
on the student's Section 504
Accommodation Plan

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ elective

Assessment:

a) Low Pass Safety Net Option:

- 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies);
- Successful completion of 1 Pathway; and
- o each Regents Exam with a score of 55 or better

b) Low Pass Safety Net and Appeal:

- 4 required Regents Exams (one in each discipline: English, mathematics, science, social studies);
- Successful completion of 1 Pathway; and
- o up to 2 Regents Exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7)
- o each remaining Regents Exam with a score of 55 or better

c) Compensatory Safety Net Option: scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities

Local Diploma
(through Superintendent
Determination)

Students with disabilities with
an IEP
Does **NOT INCLUDE**
students with a Section 504
Accommodation Plan

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 world languages, 2 physical education, and 3 ½ electives

Assessment:

○ A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation.

To be eligible for superintendent determination:

1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.
2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.
3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science).
4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents Examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents Examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.
5. There must be evidence that the student participated in all Regents Examinations required for graduation but has not passed one or more of these examinations.
6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents Examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).

Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with

**East Islip School District
Guidance Plan
Grades K-5**

Program Objective - Prepare students to participate effectively in their current educational program and in life.

Activities:

1. Study Skills/Social Skills
2. Student/Teacher on Academic Progress
3. Instruction about appropriate behavior and pro-social skills- Teacher, Social Worker, Assembly Programs

Expected Outcomes:

1. Student will maintain achievement levels appropriate to their developmental ability in all curricular areas
2. Students will maintain an observable interest and effort in their schoolwork
3. Students will demonstrate interpersonal communication and problem-solving skills as appropriate to their grade level
4. Student will be emotionally present and able to learn

Annual Assessment:

1. Student achievement will be measured by progress reports and report cards
2. Student interest and motivation will be noted by the classroom teacher and report card
3. Interpersonal communications and problem-solving skills growth will be noted by the classroom teacher and school personnel



Program Objective - To prepare students to participate effectively in their future educational program and their lives.

Activities:

1. Pre-Enrollments, New Entrant Screening, Orientation of Kindergarten Registrants
2. Universal Screening Benchmark Assessments in ELA and Mathematics K-5
3. Student Orientation, Parent Orientation for new students
4. Fall Meet the Teacher Night and Winter Parent Teacher Conferences

Expected Outcomes:

1. Student will demonstrate continuous achievement as they progress through the grade levels between the primary and intermediate levels
2. Students receiving tiered instruction or AIS will make satisfactory progress

Annual Assessment:

1. Progress reports, report card grades standardized test results, classroom evaluations, and Response to Intervention (RTL)
2. Continuous monitoring of students in K-5 via Universal Screenings and Progress Monitoring



Program Objective - To assist students who exhibit attendance problems.

Activities:

1. Regular attendance monitoring and reporting
2. Telephone calls or letters sent to parents
3. Individual counseling when necessary
4. Parent conferences when necessary
5. Home visits when necessary
6. Referrals to community organizations or legal system

Expected Outcomes:

1. Students will attend school regularly
2. Parents will work collaboratively with the school to ensure the regular attendance of the students

Annual Assessment:

1. Review of monthly and year-end student attendance records



Activities:

1. Parent/Teacher conferences
2. Universal screening of all students
3. Response to Intervention (RTL) K-4 and Academic Intervention Services (4-5)
4. Instructional Support Team Meetings
5. Progress Monitoring

1. Progress will be evident via universal screenings and/or progress monitoring towards meeting expected norms
2. The report card grades of students will depict steady progress toward meeting grade level expectations
3. The student will demonstrate responsible behavior towards completing assignments

1. Formative/Summative Data from classroom teacher
2. Improvement noted on the students' report card
3. Growth noted on universal screenings



Program Objective - To help students who exhibit behavioral or adjustment problems.

Activities:

1. Instruction on classroom behavior
2. Parent/Teacher conferences,
3. Instructional Support Team
4. Individual counseling
5. Group counseling
6. Support/referral to school administrator for disciplinary purposes
7. Support/referral to Committee on Special Education (CSE)
8. Referral to school psychologist
9. Referral to community agencies
10. Handbooks including discipline policies distributed to parents K – 5

Expected Outcomes:

1. Student behavior will improve
2. Student adjustment to school will improve

Annual Assessment:

1. Data collection and analysis of reported disciplinary problems
2. Student population enjoying their educational experience



Program Objective - To educate students concerning the avoidance of child sexual abuse.

Activities:

1. Assembly Program and/or classroom presentation from Social Worker/School Counselor
2. Individual counseling
3. Parent conferences
4. Referral to community agencies

Expected Outcomes:

1. Students will develop the ability to recognize potentially dangerous situations
2. Students will develop the ability to identify their feelings when their personal safety is threatened
3. Students will develop the ability to identify an adult in whom they can safely confide their feelings
4. Parents will understand the scope of the guidance program

Annual Assessment:

1. Teacher observation
2. Parent feedback
3. Social Worker feedback

Program Objective - Help students deal with family issues that impact their education and life.

Activities:

1. Individual counseling
2. Group counseling
3. Social worker/parent conferences
4. Referral to community agencies
5. Assessment/monitoring by IST

Expected Outcomes:

1. Improved academic performance
2. Students will develop the ability to identify their feelings
3. Students will develop coping mechanisms
4. Parents will understand the scope of the guidance program

Annual Assessment:

1. Classroom teacher observation of student response
2. Parent feedback
3. Social Worker feedback



Program Objective - To encourage parental involvement.

Activities:

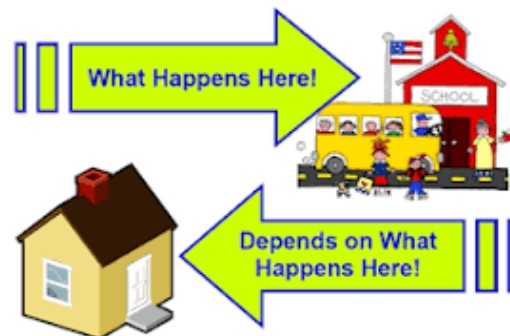
1. Fall Meet-the-Teacher Night
2. Kindergarten Orientation
3. Winter Parent/Teacher conferences
4. Monthly PTA Meetings
5. BOE Meetings
6. Notices to parents, report cards, progress reports, informal communication, notice of AIS/RTI services letter
7. Monthly SEPTO Meetings

Expected Outcomes:

1. Encouragement of parental awareness, involvement and support
2. Encouragement of mutual communication between parent and school personnel
3. Parents will develop a clear understanding of school services and programs for children

Annual Assessment:

1. Parental feedback
2. Progress reports/report card comments



Program Objective - To Support the Social and Emotional Health of all students.

Activities:

1. Individual counseling
2. Group counseling
3. Crisis intervention prevention
4. Suicide/self-injurious/violent behavior assessments
5. Social histories and updates
6. Functional Behavior Analysis/Behavior Intervention Plans (FBA/BIPs)
7. CPS calls
8. DASA: Support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives (Book of the Month, Manners Matter)

Expected Outcomes:

1. Students will feel comfortable in their educational setting
2. Students will learn and demonstrate good character
3. School faculty will teach and model good character
4. Students will have appropriate support for their social and emotional issues

Annual Assessment:

1. Student's level of comfort will be monitored by classroom teacher
2. A measurable reduction in discipline referrals for all students will occur
3. Reassessment of the guidance program on a yearly basis