



Elwood Union Free School District
A Focused Future

**Guidance Plan:
Comprehensive Developmental
School Counseling/Guidance Program, K-12**

Effective: July 1, 2024 - June 30, 2025
BOE approved: July 11, 2024



*Providing an excellent educational experience that empowers and inspires
each student to succeed academically, socially and emotionally in an
evolving global society*

Office of Curriculum & Instruction

**Purpose of the Comprehensive Development
School Counseling/Guidance Program Plan, K-12**

<http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>

A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school.

It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

The New York State Education Department ("The Department") has amended the school counseling regulations in an effort to help increase opportunities for all students to be successful, through the development of a comprehensive school counseling/guidance program. The new regulations governing comprehensive developmental school counseling program plans began in the fall of 2019.

Elwood School District has developed district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. These district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.

The district's plan shall include preparation of a program outcomes report that is presented to the Board of Education annually. This report needs to include an analysis of all systematic components of the comprehensive developmental school counseling/guidance program. It provides evaluation of the effectiveness of program activities and informs program improvement decisions. The result is a data-informed comprehensive developmental school counseling/guidance program with focused programming, effective interventions and increased responsiveness.

School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.¹ Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.² It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, staff and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

The Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes (Whole Child model pictured on next page).

Due to the Covid-19 pandemic, the structure of instructional delivery and opportunities for student and staff interactions were modified to ensure safety. In planning for the 2021-2022 school year, the district will continue to address and remediate the impact of the pandemic. There will be an increase in the mental health providers, by instituting one full time social worker at each school building, and the federal stimulus grant funds will be used to address learning loss and provide additional social, emotional, and academic support for students.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4606771/>

1 Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. *Education and Urban Society*, 42(4), 407-429
2 Shindler, J., Jones, A.D., Taylor, C., Cardenia, H. (20-16). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving climate. *Journal of School Administration and Development* 1(1), 9-16.

District Buildings

Harley Avenue Primary School, Grades K-2
James H. Boyd Intermediate School, Grades 3-5
Elwood Middle School, Grades 6-8
Elwood-John H. Glenn High School, Grades 9-12
Elwood UFSD District Office

Administrative and Support Staff

Harley Avenue Primary School, Grades K-2

Principal: Denise Toscano, Ed.D.
Principal's Secretary: Maria Gierl
Office Secretary: Renee Lembo
Psychologist: Moira Citko
Social Worker: Vanessa Ramirez
Nurse: Elizabeth Schwartz
Lead Counselor: Carolyn Goudreau

Boyd Intermediate School, Grades 3-5

Principal: Elissa Millan
Principal's Secretary: Linda Vazquez
Office Secretary: Vicki Cacioppo
Psychologist: Adam Goudreau
Social Worker: Jesse Marroquin
Nurse: April Giardina
Lead Counselor: Carolyn Goudreau

Elwood Middle School, Grades 6-8

Principal: Christina Moran, Ed.D.
Assistant Principal: Julie Bilello
Principal's Secretary: Tracey Conter
Office Secretaries: Lenore Cox, Kimberley Baldi
Psychologists: Bitu Mir
Social Worker: Sherine DeJesus
Nurse: Lisa McNamara
Lead Counselor: Carolyn Goudreau
Guidance Counselors: Laurie Lederer, Todd Schwartz
Guidance Secretary: Deanna Challis

Elwood-John H. Glenn High School, Grades 9-12

Principal: Corey McNamara
Assistant Principals: Patricia Sihksnel, Lindsay Fritch
Principal's Secretary: Linda Franey
Main Office Secretaries: Stephanie West
Psychologists: Dylan Kilkenny and Kristen Romanchuk
Social Worker: Joanna Sepp
Nurse: Linda Pellegrino
Lead Counselor: Carolyn Goudreau
Guidance Counselors: Christiana Dobra, Janine Ferrante, Lisa Sallie
Guidance Secretaries: Anne Cosmai, Katie DeLeone

Elwood UFSD District Office

Superintendent: Gayle Steele, Ed.D.

Assistant Superintendent for Curriculum & Instruction: Sonia Hood, Ed.D.
Assistant Superintendent for Special Education and PPS: Eileen Kelly-Gorman
Principal Office Assistant, Office of Curriculum & Instruction: Virginia Rouse
District Data Coordinator: Tracey Benfante
Special Education Coordinator, K-8: Margaret Mahoney
Special Education Coordinator, 9-12: Michelle Kretz
Director of Humanities: Pamela Fine
Director of MST and Federal Grants: Dawn Valle
Lead Counselor: Carolyn Goudreau

Elwood UFSD Mission Statement

The Elwood UFSD serves a diverse community and values the unique skills and qualities of all our students from kindergarten through senior year. Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. The goals of this committee are to identify and plan for rich professional development opportunities to assist district employees in expanding their knowledge, as well as providing them with the tools necessary to meet these expectations.

Standards

The Elwood School District's Comprehensive Developmental School Counseling/Guidance Program, K-12, is aligned to the Mindsets and Behaviors of the ASCA (American School Counseling Association) (see Appendix A).

The ASCA *Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student* describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The thirty-five mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program.

The ASCA *Mindsets & Behaviors* are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The objectives of the Elwood Comprehensive Developmental School Counseling/Guidance Program, K-12 are organized by these three domains.

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Social/Emotional Development – Standards guiding school counseling programs to help student

Career Development – Standards guiding school counseling programs to help students:

- 1) understand the connection between school and the world of work, and
- 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Additional Resources:

NYSED SEL Standards: <http://www.p12.nysed.gov/sss/sel.html>

CDOS - Career Standards: <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

Health, PE, and FCS Standards:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/healthpefaclearningstandards.pdf>

Program Development

The development of the Elwood School District's *Guidance Plan: Comprehensive Developmental School Counseling/Guidance Program* was a collaborative effort based on the knowledge and experience of a diverse group of stakeholders who all play a role in supporting the success of the

whole child. These stakeholders include: teachers, guidance counselors, psychologists, social workers, support staff, clerical staff, nurses, security personnel, administrators, parents, and community members.

Creating a supportive environment for students, staff, and families is a priority of the Elwood School District. The themes of the last three years reflect the district's commitment to providing a high quality education for students and supporting their social and emotional well-being.

2016-2017: New Opportunities
2017-2018: Teaching the Whole Child
2018-2019: Mindfulness Matters
2019-2020: All Are Welcome
2020-2021: Equity and Culture
2020-2022: Equity and Culture
2022-2023: Data Analysis
2023-2024: Data Analysis

Another initiative in support of the district's commitment to meeting the needs of students and staff was the administration of a School Climate Survey. The survey provided an opportunity for parents, students, non-instructional staff and instructional staff to report their perceptions of the school environment for students in areas such as relationships, participation, substance abuse, emergency readiness, and physical environment.

The online survey was created by the U.S. Department of Education (US DOE) and was completely anonymous.

Support for students, families, and staff will address challenges presented by the global pandemic and school building closures.

Using Data to Support the Implementation of the Guidance Plan

In School Counseling there is both quantitative or hard data, and perceptive or qualitative/soft data used to inform the District-wide School Counseling/Guidance Program. Each of the building activities identified in the plan are assessed annually, generating quantitative and perceptive data. These data will be reviewed by building and district groups and the Advisory Council to inform decision making and to plan for targeted support.

Examples of quantitative/hard data: student performance results, student attendance, parent attendance at functions and events (Kindergarten Orientation, Financial Aid Night, etc.), survey data of parents and students, percentage of parents logging into Naviance; percentage of parents looking at the Parent Portal in eSchool.

Examples of perceptive data: counselor, teacher, administrative, staff, clerical, security observations; debriefing activities; obtaining parent perceptions and feedback; obtaining student perceptions and feedback; counselor feedback.

School Counseling Intervention Tiers

School Counselors and other support staff work with all students on building-wide initiatives. This work often takes place in the classroom, or through an assembly. Strategic intervention for identified students takes place in small group settings. Counselors and other support staff can promote student success and wellness through these Tier I and II interventions. Support for individual students occurs at Tier III. As we transition to an Multi- Tiered System of Supports (MTSS) framework during the 2023-2024 school year, all tiers will be reviewed and modifications will be made accordingly.

Tier III Interventions: Individual Work, Intended for 1-5% of student population Individual support provided to students (often School Counselors and PPS, could include student having lunch with the Principal), individual counseling, advisement

Tier II Interventions*: Small Group Work, Strategic Intervention

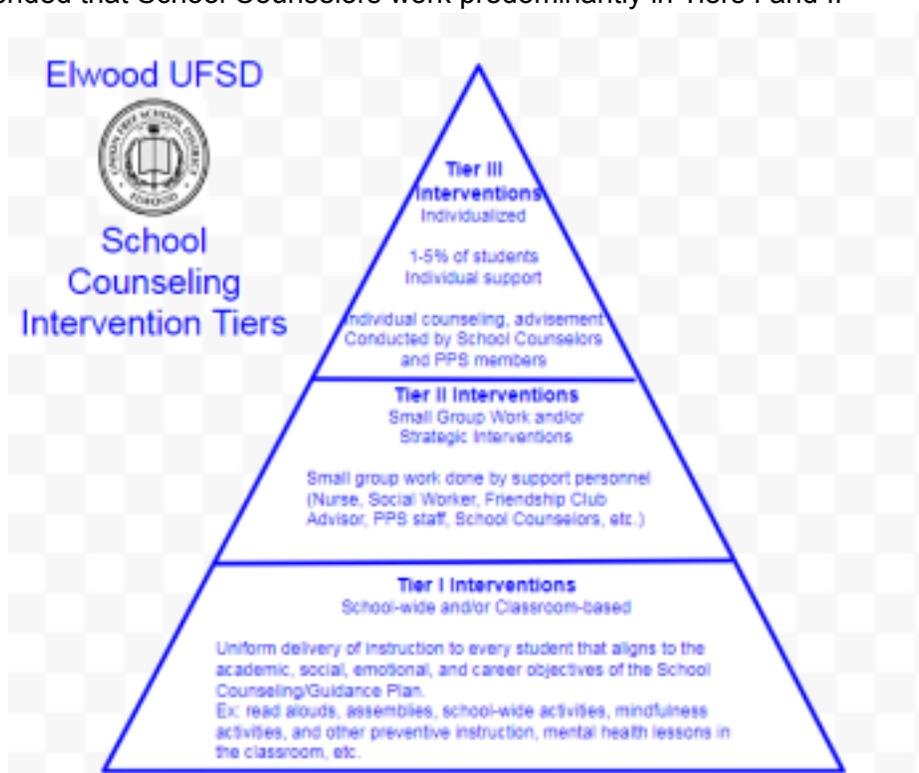
Small group work done by support personnel (Nurse, Social Worker, TA, Friendship Club, etc., PPS staff and School Counselors)

Tier I Interventions*: School-wide, Classroom-based, Core Instruction, and

Classroom Curriculum: the uniform delivery of instruction to every student that aligns to the academic, social and emotional, and career objectives of the School Counseling Plan.

Ex: read alouds, assemblies, school-wide activities (Say Hello), mindfulness activities, activities to prevent mental health issues, and other preventive instruction, PPS and Guidance lessons in the classroom, etc.

* it is recommended that School Counselors work predominantly in Tiers I and II



Professional Development for Support Staff

The Elwood School District has identified areas for professional development that support faculty and staff effectiveness to ensure students meet, "College and Career Ready," milestones, as well as alignment to the mission of the Elwood Union Free School District and the goals adopted by the Board of Education. Recent and future professional development workshops include:

Focus of Professional Development for Elwood UFSD

The Elwood School District has identified areas for professional development that support faculty and staff effectiveness to ensure students meet, "College and Career Ready," milestones, as well as alignment to the mission of the Elwood Union Free School District and the goals adopted by the Board of Education. Recent and future professional development workshops include:

Curriculum and Instruction:

Teacher's College Reading
Teacher's College Writing
Teaching in a hybrid environment
Flipped Classroom
Teaching in the Google Ecosystem
Best Middle School practices
EDCamp
nErDCamp
AP Course Workshops
AP Capstone
Seal of Biliteracy
Analyzing the New York State Science Learning Standards
Implementation of the NYS Framework for Social Studies
Implementation of the new NYS ELA and Math Next Generation Standards
Acquisition of Language for English Language Learners
Environmental Science Education for K-12 Educators (peer instructor)
Statistics for all Educators (peer instructor)

Using Data to Inform Instruction:

Data Analysis of NYS 3-8 and Regents Exams
The Boces Assessment Reporting System (BARS)
Using ASAP Regents Reporting Data
LLI Benchmark Reading Levels
I-Ready Data
Unit and end of the year exam data
Advanced Placement Reporting Tools
The NYS School Report Card
NYSAA Reports
NYSESLAT Reports

Technology/Curriculum Integration:

Google Apps for Education (G-Suite)
Google Classroom
Using Chromebooks
Using Software Applications
Coding
ASSET conference

Supporting New Teachers:

Summer Orientation program
After school mentoring sessions with district administrators
Formal and informal mentoring

Meeting the Needs of All Students:

Equity and Excellence
Spanish for Educators (peer instruction)
Diversity, Equity, and Inclusion (DEI): Culturally Responsive Education/Disproportionality
ENL

Annual Professional Performance Review:

Understanding Student Learning Objectives
Understanding Growth Scores

APPR 3012-d

Understanding Overall Scores during the Transition Period

Understanding the Danielson Rubric

Understanding the Multi-Dimensional Principal Performance Rubric

Methods of Delivery:

Attendance at conferences outside of the district

Workshops and training conducted by district administration

Workshops and training conducted by consultants hired by the district

Turnkey training provided by teachers and administrators

Peer coaching

Instructional Rounds

Curriculum Writing

Superintendent's Conference Day training and presentations

Grade level and common planning periods

Faculty Meetings providing new training on initiatives/mandates

In-district classes and workshops facilitated by faculty

OTIS Learning Platform

Advisory Council

The Advisory Council is a function of the Elwood School District's Shared Decision Making Committee, with stakeholders from all four buildings of the district.

- An analysis of all systematic components of the comprehensive developmental school counseling/guidance program.
 - ◆ evaluation of the effectiveness of program activities to inform program improvement decisions.
 - ◆ data-informed description of how the comprehensive developmental school counseling/guidance program with focused programming, provided intervention and support.
- alignment to district goals including attendance, academic, behavioral and/or adjustment program data.
- mention of relevant ESSA indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness

Elwood Comprehensive Developmental School Counseling/Guidance Program

Goal:

We believe that in an environment that fosters student growth and independence, all children can and will learn. We will maintain high expectations and promote academic, career and social/emotional success.

Objectives:

- 1. Academic:** Provide appropriate academic support, enrichment and programs to meet individual student needs.
- 2. Social and Emotional:** Create a nurturing and positive environment in which all students and adults feel welcome, respected, trusted and are a part of the school community.
- 3. Career:** Expose and build awareness of the different potential college and career paths for all students.

Elwood Union Free School District Building Level

School Counseling/Guidance Programs

- Program Activities
- ASCA Standards
- Program Objectives
- Staff and Resources
- Evaluation of Activities

Harley Avenue Primary School

Harley Avenue Primary School Comprehensive Developmental School Counseling/Guidance Program

Goal:

We believe that in an environment that fosters student growth and independence, all children can and will learn. We will maintain high expectations and promote academic, career and social/emotional success.

Objectives:

1. Academic: Provide appropriate academic support, enrichment and programs to meet individual student needs.

Overall Evaluation: Analyze student performance in reading and math measured by the F&P Benchmark Assessment and Math Summative Assessment.

Grade Program activity/service with target students & timeline (Curriculum, small level(s) group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to___)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
K-2 Reading and Math Benchmarks	Tier 1	B-SMS 3 B-SMS 6 B-SS 1 B-SS 3	Students will work towards meeting grade level expectations.	Teachers AIS support staff Principal IST Team F&P Benchmarks I-Ready	Students will be formally assessed using the F&P Benchmark assessment at least 3X per year and be benchmarked in math to ensure increased fact fluency. iReady assessments will be conducted 3x a year in reading and math.

K-2 Summer School for at-risk students and ENL students

Tier 2 B-SMS.6 B-LS.6 B-LS.7
Students will work towards meeting grade level expectations.

Summer school teachers
Principal
Summer School
receive and utilize a chromebook.

Students
Staff
Technology department

Chromebooks
Academic Programs
Students ability and use of chromebooks

Coordinator
Students/

Heggerty Phonics Recipe for

Reading Independent Reading
Books
Anecdotal notes

K-2 1:1 Chromebook initiative Tier 1 B-LS.5 Students will

2. Social and Emotional: Create a nurturing and positive environment in which all students and adults feel welcome, respected, trusted and are a part of the school community.

Overall Evaluation: Analyze parent, staff, and student survey to assess how welcoming the school is to all constituents. Improved student behavior will be assessed by reduction of disciplinary offenses logged.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
K-2	PBIS	Tier 1	B-SMS 1 B-SS 2 B-SS 3 B-SS 9	Students will learn to be respectful, responsible and build relationships.	All Staff Stickers Scroll Video Knight	Monitor the number of students each month that receive the Harley High 5 and compare with discipline reports.
K	Orientation In-person or virtual	Tier 1	B-SS 2 B-SS 3	To acclimate students and guardians to the new school so they have a successful transition	Staff Parents Students	Survey
K-2	Knight of the Month Pep Rally	Tier 1	B-M.1 B-SM.5 B-SS.6	To honor students showing excellent character monthly per grade.	Staff Students Knight YouTube/Zoom	Student demonstration of the 3Rs (respect, responsibility and relationships).

K-2 No Place for Hate Tier 1 B-SS.2 B-SS.3
B-SS.5
B-SS.8
B-MS-7

B-LS.5
To recognize and appreciate differences.

Students

Books
Activities
Videos

No Place for Hate designation. Parent

Communication

K-2 K-5 Mental Health Website Tier 1 B-SS.6
B-SS.1

Provide resources and support to families who may be struggling.
Staff

Mental health Staff Website

Student responses from interactive read aloud and answers on activity sheets

3. Career: Expose and build awareness of the different potential college and career paths for all students and supporting students to learn to cope with change.

Overall Evaluation: Utilizing various data points that demonstrate student responsibility which will lead to college and career readiness in the future.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
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K-2	Assemblies/Field Trips In-person or virtual	Tier 1	B-LS 10 B-SS 2 B-SS 1	Expose students to potential career opportunities.	NYPD Police Band 2nd grade school leaders Kindergarten Community Trip to North Port	Student/Teacher Survey
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Boyd Intermediate School

Boyd Intermediate School Comprehensive Developmental School Counseling/Guidance Program

Goal:

We believe that in an environment that fosters student growth and independence, all children can and will learn. We will maintain high expectations and promote academic, career and social/emotional success.

Objectives:

1. Academic: Provide appropriate academic support, enrichment and programs to meet individual student needs.

Overall Evaluation: Analyze student performance in reading and math measured by the F&P Benchmark Assessment and Math Summative Assessment. Support struggling students with a summer program to reduce regression between school years. Ensure educational equity and access to educational resources through 1:1 Chromebook initiative.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
3-5	Reading and Math Benchmarks	Tier 1	B-SMS 3 B-SMS 6 B-SS 1 B-SS 3	Students will work towards meeting grade level expectations.	Teachers AIS support staff Principal IST Team F&P Benchmarks I-Ready	Students will be formally assessed using the F&P Benchmark assessment at least 3X per year and be benchmarked in math to ensure increased fact fluency

3-5	Summer School for at-risk students and ENL students	Tier 2	B-SMS.6 B-LS.6 B-LS.7	Students will work towards meeting grade level expectations.	Summer school teachers Principal Summer School Coordinator Students/ Heggerty Phonics Recipe for Reading Independent Reading Books	Anecdotal notes
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3-5	1:1 Chromebook initiative	Tier 1	B-LS.5	Students will receive and utilize a chromebook.	Students Staff Technology department Chromebooks Academic Programs	Students ability and use of chromebooks
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2. Social and Emotional: Create a nurturing and positive environment in which all students and adults feel welcome, respected, trusted and are a part of the school community.

Overall Evaluation: Analyze parent, staff, and student survey to assess how welcoming the school is to all constituents. Improved student behavior will be assessed by reduction of disciplinary offenses logged. Promote diversity and equity for all students through “No Place for Hate” activities. Provide easy access to mental health resources for the community.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
3-5	PBIS	Tier 1	B-SMS 1 B-SS 2 B-SS 3 B-SS 9	Students will learn to be respectful, responsible and build relationships.	All Staff Prizes Video Knight Cards	Monitor the number of students each month that receive a Knight Card and compare with discipline reports.
3	Orientation In-person or virtual	Tier 1		To acclimate students and guardians to the new school so they have a successful transition	Staff Parents Students	Survey

3-5	No Place for Hate	Tier 1	B-SS.2 B-SS.3 B-SS.5 B-SS.8 B-MS-7	To recognize and appreciate differences.	Staff Students Books Activities Videos	Student responses from interactive read aloud and answers on activity sheets No Place for Hate designation.
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3-5 K-5 Mental Health Website Tier 1 B-SS.6 B-LS.5 may be struggling. Parent Communication
B-SS.1 Provide resources and support to families who Mental health Staff Website

3. Career: Expose and build awareness of the different potential college and career paths for all students and supporting students to learn to cope with change.

Overall Evaluation: Utilizing various data points that demonstrate student responsibility which will lead to college and career readiness in the future.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
3-5	Assemblies/Field Trips In-person or virtual	Tier 1	B-LS 10 B-SS 2 B-SS 1	Expose students to potential career opportunities. (unable because of COVID)	Cultural Arts Assemblies Safety Assemblies	Student/Teacher Survey

3-5	Career Fair for Boyd Students	Tier 2	B-SMS.6 B-LS.6 B-LS.7	Students will be exposed to information regarding different occupations and career paths. .	Students will come to school dressed as their chosen profession.	Anecdotal notes and review of s student presentations
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Elwood Middle School

Elwood Middle School Comprehensive Developmental School Counseling/Guidance Program

Goal:

We believe that in an environment that fosters student growth and independence, all children can and will learn. We will maintain high expectations and promote academic, career and social/emotional success.

Objectives:

1. Academic: Provide appropriate academic support, enrichment and programs to meet individual student needs. Provide opportunities for students to challenge themselves. Promote student readiness for high school by the conclusion of 8th grade.

Overall Evaluation: Analyze student performance by reviewing quarterly report cards, progress reports, midyear exams and final/Regents exams.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
6-8	Individual review of academic progress	Tier 1	B-LS1 B-LS7 B-LS9 B-LS10	Students will work towards meeting grade level and course expectations.	Teachers AIS support staff Principal IST Team	Student success will be measured by reviewing midterms, final exams and final course grades.
6-8	Individual Progress Review Meeting (IPRM)	Tier 1	B-LS1 B-LS7 B-LS9 B-LS10 B-SS3	School counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program	Students School Counselors	Naviance Survey for students. Goals/next steps from the IPRM will be documented in the Naviance journal.

6-8 Level Up Program B-LS3 B-LS6
B-SMS5
B-SMS6
Students who need support in acquiring

skills for academic and behavioral success and the skills needed for academic success. Students' success will be measured by ability to be assigned to a class with a combined Teacher approach by a certified educator and school School Counselors School Psychologist Psychologist to provide structure, routine Administration

Students' success will be measured by ability to be successful both academically and behaviorally. Teacher feedback forms, progress reports and record card grades will serve as the measures.

2. Social and Emotional: Create a nurturing and positive environment in which all students and adults feel welcome, respected, trusted and are a part of the school community. Continue to create a true middle level experience that supports the unique needs of the adolescent learner.

Overall Evaluation: Analyze parent, staff, and student survey to assess how welcoming the school is to all constituents. Improved student behavior will be assessed by reduction of disciplinary offenses logged.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
6-8	Continuation of No Place For Hate Program	Tier 1	B-SS 2 B-SS3 B-SS4 B-SS5	No Place for Hate is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive.	No Place for Hate Committee: Students and Staff	Survey to students and staff to guide the work and curriculum based on the needs identified by our school constituents.
6-8	6th Grade Open House	Tier 1	B-SS3 B-SMS10	To acclimate students and guardians to the new school so they have a successful transition.	Staff Parents Students	Survey

8 Introduction of the Natural Helpers Program in 8th Grade
Tier 1 B-SS2 B-SS5
B-SS7

The Natural Helpers Program utilizes this existing network and provides training to students and adults who are already serving as informal helpers. It gives them skills to help others more effectively and provides places to turn to when they are not able to help. Natural Helpers adviser makes more positive decisions academically and behaviorally.

Staff
Students in need of support are reported to advisors and school counselors by Natural Helpers making more positive decisions academically and behaviorally.
Staff
Students
Professional Development
Student logs and surveys as well as parent, teacher, and student feedback

6-8 Staff to Student Mentoring Program B-SMS1

3. Career: Expose and build awareness of the different potential college and career paths for all students. Provide programs that help students discover their strengths and interests.

Overall Evaluation: Utilizing various data points that demonstrate student responsibility and exploration of information, which will lead to college and career readiness in the future.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to__)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
6-8	Naviance	Tier 1	B-LS7 B-LS9	Naviance for Middle School is a college and career readiness solution that helps students discover during these pivotal years their strengths and interests, and see how they can help them reach their goals. It also enables individual learning plans aligned to students' goals.	Health Teachers Family and Consumer Science Teachers School Counselors	Survey Naviance Reports

Elwood-John H. Glenn High School

Elwood-John H. Glenn High School Comprehensive Developmental School Counseling/Guidance Program

Goal:

We believe that in an environment that fosters student growth and independence, all children can and will learn. We will maintain high expectations and promote academic, career and social/emotional success.

Objectives:

1. Academic: Provide appropriate academic support, enrichment and programs to meet individual student needs. Promote intellectual curiosity and develop critical thinking through rich course offerings and ensure students select courses most appropriate for their individual strengths and goals.

Overall Evaluation: Analyze student performance by reviewing quarterly report cards, progress reports, midyear exams and final/Regents exams.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to ___)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
9-12	Individual review of academic progress	Tier 1	B-LS1 B-LS7 B-LS9 B-LS10	Students will work towards meeting grade level and course expectations.	Teachers AIS support staff Principal IST Team	Student success will be measured by reviewing midterms, final exams and final course grades.
9-12	AIS	Tier 1	B-LS8 B-SMS6	Students will utilize this resource to improve academic performance	Teachers AIS School Counselors	Student attendance in AIS

9-12 Individual Progress Review Meeting (IPRM)
Tier 1 B-LS1 B-LS7
B-LS9
B-LS10

B-SS3
School counselors shall provide an annual individual progress review plan, which shall reflect each

B-LS6
B-SMS5
B-SMS6
Students who need support in acquiring skills for academic and behavioral success will be assigned to a class with a certified educator, with access
Teacher
School Counselors School Psychologist

student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program
Students
School Counselors

Administration
Students' success will be measured by ability to be successful both academically and behaviorally. Teacher feedback forms, progress

Naviance Survey for students. Goals/next steps from the IPRM will be reviewed with each student..

9-12 Transition Support Class Tier 2 B-LS3

				to AIS and PPS services. This will provide structure, routine and the skills needed for academic success.		reports and record card grades will serve as the measures
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2. Social and Emotional: Create a nurturing and positive environment in which all students and adults feel welcome, respected, trusted and are a part of the school community. Support students to learn to cope with change and stress, and effective management of the responsibilities that arise as they mature into young adults.

Overall Evaluation: Analyze parent, staff, and student survey to assess how welcoming the school is to all constituents. Improved student behavior will be assessed by reduction of disciplinary offenses logged.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to___)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
9-12	Freshman Buddies	Tier 1	B-SS2 B-SS7 B-SS9 B-SMS10	Create a welcoming environment for incoming 9th grade students. Buddies ensure that all new students have someone they can rely on as they transition to the HS.	Freshman Buddy Advisors Freshman study hall Guest Speakers	Survey to Buddies to evaluate success and to receive program feedback.
8	8th Grade Open House	Tier 1	B-SS3 B-SMS10	To acclimate students and guardians to the new school so they have a successful transition.	Staff Parents Students	Survey

9-12 Continuation of No Place For Hate Program Tier 1 B-SS 2 B-SS3 B-SS4
 B-SS5 No Place for Hate is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive.
 No Place for Hate Committee: Students, Parents, Staff
 Survey to students and staff to guide the work and curriculum based on the needs identified by our school constituents.

9-12 Natural Helpers Program Tier 1 B-SS2 B-SS5
 B-SS7 The Natural Helpers Program utilizes this existing network and provides training to students and adults who are already serving as informal helpers. It gives them skills to help others more effectively and provides places to turn to when they are not able to help.
 Natural Helpers adviser Students
 Staff Students in need of support are reported to advisors and school counselors by Natural Helpers

3. Career: Expose and build awareness of the different potential college and career paths for all students. Support student course selection and offerings that build a foundation for future areas of study and demonstrate student readiness for college and career.

Overall Evaluation: Utilize various data points that demonstrate student responsibility and exploration of information, which will lead to college and career readiness as they complete high school.

Grade level(s)	Program activity/service with target students & timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to___)	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
9-12	Naviance - Career Exploration career exploration will allow students to assess their	Tier 1	interests and strengths and find careers that best align with their profile. Individualized career clusters are provided for students based on the data collected allowing students to further	explore various career paths and occupations. School Counselors Naviance Reports		

9-12 Naviance - Career Exploration Tier 1
 Naviance career exploration will allow students to assess their interests and strengths and find careers that best align with their profile. Individualized career clusters are provided for students based on the data collected allowing students to further explore various career paths and occupations. School Counselors Naviance Reports

B-LS9
B-LS4
B-SMS 5

9-12 Career Coordinator and Advisor Tier
1 B-LS7 B-LS9
B-LS4
B-SMS 5
Expose students to college options and
representatives

Career coordinator, career advisors,
counselors,
administration, students
Student attendance at college fair
Student participation in the career
workshops and opportunities.

Expose students to a variety of career
options.
College
representatives School Counselors

11-12 College Consortium Tier 1 B-LS7

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