

Sayville Public Schools



Comprehensive Counseling Plan

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Introduction

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

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

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

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

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

I. Public Schools:

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

II. Grades K-6:

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

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

III. Grades 7-12:

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

A. Annual Review of Educational Progress and Career Plans:

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

B. Career Education and Planning:

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

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

C. Advisory and Counseling Services:

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

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

D. Parent and Teacher Involvement:

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

IV. District Guidance Plan:

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

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

This framework also emphasizes key areas, including:

- **Social-Emotional Learning**
- **Data-Driven Practices**
- **Mental Health Support**
- **College, Career, and Postsecondary Planning**

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

Sayville School District Mission Statement

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

VALUES

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

- Children come first
- Teamwork and knowledge sharing
- Individual lifelong learning for both students and staff
- Listening to ideas with an open mind
- Academic, social, and emotional learning
- Responsibilities of citizenship
- Appreciation of diversity
- Safe, healthy, and wholesome learning environment
- Excellence beyond expectations
- Community partnership
- Individual's worth and mutual respect

CORE BELIEFS

The Sayville Public School community holds the following shared beliefs:

- All children can learn.
- Students have access to the resources, supports, and opportunities they need to succeed and excel.
- Each student is unique and deserving.
- It is our responsibility to help students discover and pursue their passions.
- The district should hold high expectations for all students and staff.
- Students are our future leaders.

VISION STATEMENT

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

- Balance technology with meaningful learning experiences and opportunities that enhance student engagement, exploration, and growth.
- Provide exciting and authentic experiences for all of our students through business, university, and community contacts and connections.
- Be a model of exemplary educational leadership practices in each of our schools and in the District.
- Explore and advocate for change in school funding sources.

GOALS

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

- Harness technology purposefully and intentionally to expand student learning while maintaining a healthy balance between digital engagement, hands-on experiences, and face-to-face connection.

- Connect classroom instruction directly to real-world applications by establishing sustainable partnerships with local industries, higher education institutions, and community organizations.
- Cultivate leadership capacity among district administrators, principals, and teachers to foster a culture of continuous growth, collaborative inquiry, and instructional excellence. Reflective practice components and the sharing and celebrating of best practices will be fostered.
- The District will continue to research, pilot, and advocate for progressive change to maximize opportunities for students.

Alignment with New York State Initiatives

The District's Comprehensive Guidance Plan reflects the priorities of New York State's [NY Inspires](#) initiative and the New York State [Portrait of a Graduate](#), with an emphasis on student readiness, career and postsecondary planning, meaningful learning experiences, and the development of transferable skills. The plan supports students in developing the knowledge, skills, and competencies needed to navigate an ever-changing world and pursue meaningful pathways beyond high school. It promotes student agency, engagement, and ownership of learning while encouraging students to explore their interests, strengths, and future goals. Through intentional guidance, collaboration, and equitable access to opportunities, the district seeks to prepare students to become adaptable, resilient, life-long learners who are equipped for success in college, career, civic life and beyond.

Rationale for School Counseling Programs

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

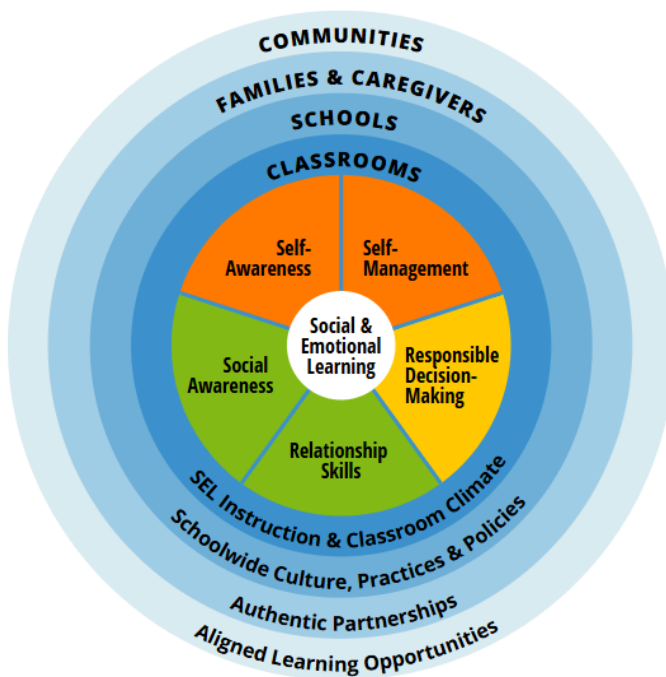
A well-designed school counseling program is **systematic, sequential, and clearly defined**, with an emphasis on **accountability**. The program is both **proactive** and **preventive**, focusing on helping students acquire lifelong learning skills that will serve them throughout their education and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

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

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

CASEL 5 Model:

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



Social & Emotional Learning

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

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

ASCA Student Standards: Mindsets & Behaviors for Student Success

The below chart outlines the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

SAYVILLE SCHOOL DISTRICT PPS Roles and Responsibilities

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

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

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

School Counselor

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

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Counseling families and students on the college search and application process. Counselors work with students to complete their college applications, activity resume, college essays and community scholarship applications
- Coordinating and administering CollegeBoard PSAT/SAT and ACT/Pre-ACT testing, including requesting services for students with testing accommodations

- Presenting classroom instruction on career exploration, standardized testing, course selection, college preparation/application, summer programs, and graduation requirements
- Presenting grade level parent/guardian workshops on college and financial aid application process, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students and monitoring their adjustment to school
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in master schedule development and implementation
- Verifying student diploma requirements
- Meeting with teams and individual teachers to monitor student academic progress, behavior and social-emotional well being
- Scheduling and facilitating team meetings with teachers and parents
- Referring students to the Instructional Support Team (IST) for possible building level interventions
- Attending and preparing for weekly PPS Meetings to identify, discuss and support students
- Serve as 504 Accommodation Plan Case Managers
- Participate in CSE Meetings for assigned students
- Providing referrals to parents/guardians for tutoring
- Consultation with parents, staff and outside agencies regarding individual student development and needs
- Processing Summer School registration and managing credit recovery, as needed
- Developing and monitoring Guidance Department budget
- Supporting guidance office assistant and secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with postsecondary institutions and staying current with postsecondary trends and policies
- Posting grade level information in Google Classroom
- Provide resources to parents/guardians for outside counseling services

School Social Worker

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

- Providing intensive and ongoing counseling and case management services for mandated and non-mandated students
- Developing school-based treatment plans and counseling goals
- Assessing for MTSS-I supports

- Assessing student behavioral functioning and creating appropriate behavioral management plans in conjunction with team members
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Implementing social-emotional programming to address various needs
- Implementing the district's STRIDES Wellness Program
- Coordinating school-wide special activities and programs
- Participating in new student orientations and assisting with students transitioning into the District
- Acting as liaison for community programs
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person in Need of Supervision (PINS), and appointed law guardians
- Maintaining professional licensing through the Office of Professions
- Implementing and coordinating services for homeless students within our district
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Assisting in the writing and development of student Individualized Education Plans (IEPs)
- Counseling students at-risk and exploring alternative programs
- Working directly and in conjunction with the Assistant Superintendent for PPS

School Psychologists

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

- Conducting and reporting on psychological and psycho-educational evaluations
- Conducting Functional Behavioral Assessments (FBAs)
- Generating and tracking behavioral strategies and Behavioral Intervention Plans (BIPs) utilizing information yielded from Functional Behavioral Assessments (FBAs)
- Implementation of appropriate behavioral modification supports through staff consultation
- Consultation with parents, staff, and outside agencies regarding individual student development and needs
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
- Providing Individualized Education Plans (IEP), 504, and nonmandated individual and group counseling
- Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
- Serving as members of the Committee of Preschool Special Education (CPSE)

- Serving as members of the 504 Committee
- Serving in the capacity of subcommittee CSE Chairperson for meetings, as needed
- Writing and assisting in the development of student Individualized Education Plans (IEPs)
- Observing and recording information on students who are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Conducting cognitive, social/emotional, behavioral, and/or motor screenings
- Evaluating appropriate alternative education programming and placement
- Working directly and in conjunction with the Assistant Superintendent for PPS and the Director of Special Education

Sayville STRIDES

- Sayville STRIDES is a social-emotional learning and wellness program within the Sayville Public Schools dedicated to promoting student mental health, overall well-being, and a strong sense of community connection.
- **STRIDES** stands for:
 - Self-Esteem
 - Trust
 - Resilience
 - Independence
 - Diversity
 - Empathy
 - Strength
- Throughout the year, community-building events, including annual runs, carnivals, community walks, and parent workshops are organized while promoting awareness and wellness through initiatives such as P.S. I Love You Day, Islip Goes Purple, and digital detox challenges.
- Students also engage in interactive projects that encourage connection, self-expression, inclusion, and positive mental health.
- In addition to a Districtwide SEL Team, each building has a dedicated SEL Team that facilitates activities in line with the seven essential principles of STRIDES.



NYS Guidance Goals

Guidance Programs for grades K- 5

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

Guidance Programs for grades 6-8

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

Guidance Programs for grades 9-12

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

Guidance Practices aligned to NYS Goals

Comprehensive programs for students in grades K-5



Goal 1

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

Target population: Grades K-5

Objectives:

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

Annual Assessment:

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

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

UPK & Kinder Playdate	All Kindergarten Students	PTA, Select Teachers if available	Principal, Psychologist, Social Worker	August
Parent Information Night	All Parents	Classroom Teachers, Support Staff, Special Area Teachers	Principal, Psychologist, Social Worker	September
Unit, chapter and standardized testing reveal student strengths & weaknesses	K-5	Classroom Teachers	School Psychologist, Problem Solving Team (PST)	On-going
Grade Level Meetings	K-5	Classroom Teachers, Reading Specialists, Math Teachers	Principal	Ongoing
Universal Screening and trimester assessments/RtI	K-5	Classroom Teacher, AIS Teachers, Problem Solving Team	Principal, Psychologist, Social Worker	Ongoing
Problem Solving Team meetings	K-5	Problem Solving Team members, classroom teachers	Principal PPS	Ongoing
Team Meeting/IST	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
CSE/504	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
Transition Meeting 5 th into 6 th grade	5 th Grade	Classroom teachers, PPS Staff, Guidance	Principal	May/June

Goal 2

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

Target population: Grades K-5

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Regular attendance reporting	K-5	Classroom Teachers, Other Staff, Attendance Aide	Principal, Nurse, Social Worker	On-going
Telephone calls to parents	Absent students	Attendance Aide, Nurse	Principal, Classroom Teachers, Social Worker	On-going
Written communication to parent/guardian regarding excessive absences	Students with excessive absences	Principal	PPS staff	As needed based on information from Student Information System

Parent Conferences	Student with excessive absences	Principal, Social Worker, Classroom Teacher	PPS Staff	As needed
Parent Teacher Conferences	Students identified as struggling educationally in grades K-5	Classroom Teacher, Support Staff where applicable	Principal, Psychologist	As needed
Problem Solving Team/RTI	Students who continue to fall below academic standards	Principal, Psychologist, Social Worker, Classroom Teacher, Reading Specialist, Math Teacher, Speech Teacher		As needed
RtI/Academic Intervention Support	Students in need of this service	Principal, AIS teachers, Problem Solving Team, Classroom Teacher(s)		On-going
Counseling	Students in need of this service	School Psychologist, Social Worker	Principal, Classroom Teacher	On-going
Referral to CSE	Students in need of this service	IST		As needed
Referral to community agencies	Students in need of this service	Social Worker	Psychologist, Principals	As needed
Monthly Strides Lessons	All students UPK through 5th grade	Social Worker	Classroom Teacher, Building PPS	On-going

Goal 3

Educate students concerning personal safety.

Target population: Grades K-5

Objectives:

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

Annual Assessment:

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

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

Goal 4

Encourage parental involvement in their children's education.

Target population: Grades UPK-5

Objectives:

- Parents will gain insights into their child's academic and social progress.
- Parents will understand and participate in plans to remediate any academic and/or behavioral problems their child might display.
- Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.

- Parents will recognize the importance of their school involvement as it relates to their child's success.

Annual Assessment:

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

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

Guidance Practices aligned to NYS Goals

Comprehensive programs in grades 6-8



Goal 5

Review each child's educational progress and career plans annually

Target population: Grades 6-8

Objectives:

- Students will acquire the knowledge and skills that will foster lifelong learning both in school and across the lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including college and career.
- Students will explore the relationship of academics to the world of work and to a life at home and community.
- Students will acquire the skills to investigate the world of work in relation to their own personal knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction. Students will explore the relationship between personal qualities, education, training and the world of work.
- Students will make decisions, set goals, and take necessary action to achieve goals with a strong understanding of self and interpersonal relationships.

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	6-8	School Counselors	Naviance	Ongoing

Group Educational and Career Counseling Sessions	6-8	School Counselors, Classroom Teachers	Naviance	Ongoing
Academic Reviews	6-8	School Counselors, Classroom Teachers	IST, Assistant Principal	Ongoing
Grade level team meetings	6-8	School Counselors, Classroom Teachers, Dept Chairs	Principal, Assistant Principal	Ongoing
Transition Meetings	6-8	School Counselors, PPS staff	Principal, Assistant Principal	June

Goal 6

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

Target population: Grades 6-8

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Naviance- Career Exploration	6-8	School Counselors	FACS teachers, Classroom Teachers	Fall/Spring

Individual/group instruction on career exploration	6-8	School Counselors, FACS teachers	Naviance	Fall/Spring
Career Key	6th	School Counselors	Naviance	Fall/Spring
Career Interest Profiler	7th	School Counselors	Naviance	Fall/Spring
Career Cluster Finder	8th	School Counselors	Naviance	Fall/Spring
STRIDES Program (SEL)	6-8	Social Workers & School Counselors		Ongoing

Goal 7

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

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

Target population: Grades 6-8

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
5th into 6th Grade Orientation	Incoming 6th Graders	PPS, Principal, Assistant Principal	Student Tour Guides	Spring
6 th Grade Parent Orientation	Incoming 6 th grade parents	Principal, Assistant Principal	Social Workers, School Counselors	Spring
MS Locker and Parent Information Day	6 th Graders	Principal		August
Anti-bullying/ Harassment/ Relationships lessons	6-8	PPS staff	LICAB Partnership	Ongoing
IST Meetings	6-8	PPS Staff, School Counselors, Classroom Teachers	Assistant Principal	Ongoing
Extra help	6-8	Classroom Teachers	PPS Staff	Ongoing
Review of report cards	6-8	School Counselors	Principal, Assistant Principal, Classroom Teachers	Quarterly
MTSS-I Support	Identified students in grades 6-8	AIS Providers, School Counselors	Principal, Assistant Principal	Ongoing

Student/Teacher Conferences	Students exhibiting behavioral or adjustment problems 6-8	Classroom Teachers, Team Leaders	Principal, Social Worker, School Counselor	As needed
Teacher/Parent/Principal Conferences	Students exhibiting behavioral or adjustment problems 6-8	Principal, Classroom Teachers	PPS Staff	As needed
Classroom Instruction	6 - 8	Classroom Teachers, PPS Staff	Principal, Assistant Principal	Ongoing
6th to 7th Grade Transition Night	Current 6th Graders	PPS Staff, Principal		Winter
Peer Tutoring	6-8	NJHS Advisors	PPS Team	
Team Meetings	6-8	Team Leaders, Academic Teachers, PPS Staff		Monthly

Goal 8

Encourage parental involvement in the educational process.

Target population: Grades 6-8

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
5th into 6 th grade Orientation	Incoming 6 th grade parents 6 th Grade Parent Handbook	Principal, Assistant Principal, School Counselors	Technology Support	May/June
Parent/student/counselor conferences for student programs	6-8	School Counselors		Ongoing
Evening presentations on current issues	6-8	Principal, School Counselors, Social Worker	Outside speakers and agencies	Ongoing
Information about course placement	6-8	Classroom Teachers, Department Chairs, School Counselors	Technology Support, School Webpage, Google Classroom	Spring
Team/Grade level webpages	6-8	Classroom Teachers, School Counselors	Technology Support, Google Classroom	Ongoing
6th into 7th Grade Transition Night	6	PPS Staff and Principal	Athletic Director, Student Activities	Winter

Guidance Practices aligned to NYS Goals

Comprehensive programs in grades 9-12



Goal 9

Review each child's educational progress and career plans annually.

Target population: Grades 9-12

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	9-12	School Counselors	Principal, Assistant Principal	Ongoing

Group educational and career counseling sessions	9-12	School Counselors	Principal, Assistant Principal	Ongoing
Academic Reviews	9-12	School Counselors	IST, Assistant Principal	Ongoing
Naviance	9-12	School Counselors	Principal, Assistant Principal	Ongoing
Freshman Meetings	9	School Counselors	Principal, Assistant Principal	Fall
Sophomore Meetings	10	School Counselors	Principal, Assistant Principal	Spring
Junior Meetings	11	School Counselors	Principal, Assistant Principal	Winter-Spring
Senior Meetings	12	School Counselors, PPS staff	Principal, Assistant Principal	Fall
Eastern Long Island Academy of Applied Technology (formerly BOCES) Visitation	10	School Counselors	Principal	Winter
Transition Services	9-12	School Counselors, PPS	Special Education Staff	Ongoing
Strength Explorer Questionnaire Completed Transition Survey	9	School Counselors	Naviance	Winter
SAT/ ACT Administration	10-12	Testing Coordinator		Ongoing
Dual Enrollment Programs Introduced	10	School Counselors	Principal	Fall
Classroom presentations	12	School Counselors	Teachers	Fall

including College Advisement				
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Goal 10

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

Target Population: Grades 9-12

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual/group instruction on career exploration	9-12	School Counselors	Naviance	Fall/Spring
Eastern Long Island Academy of Applied Technology (formerly BOCES) visitation and assembly	10	School Counselors	Principal, Assistant Principals	Winter
Career Exploration Day	11	School Counselors	Outside professionals from various fields	Spring
Achieve Works Personality Assessment	10	School Counselors	Parents, Community	Winter-Spring

Career Planning on Naviance	9-12	School Counselors	Parents	Ongoing
Activities Resume Development	11-12	School counselors		Ongoing
Verify Postsecondary plans and Diploma types	12	School Counselors		June

Goal 11

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

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

Target population: Grades 9-12

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity

Transition Meeting	Incoming 9 th	School Counselors, PPS	Principal, Assistant Principal	June
8th into 9th Grade Day Program	Incoming 9th	Principal, School Counselors	Assistant Principal, Peer Leaders	Spring
8th into 9th Grade Parent Evening Presentation	Incoming 9th	Principal, School Counselors	Assistant Principal	Spring
Student Orientation	Incoming 9 th	Principal, School Counselors	Assistant Principal	Summer
Classroom Presentations on high school scheduling and courses	9-11	School Counselors	Principal, Assistant Principal, Teachers	Winter
Achieve Works Intelligence	11	School Counselors		Winter
Individual/Group Counseling	Students in need 9-12	School Counselors, Social Workers, Psychologist	Teacher Referrals	Ongoing
Team Meetings	9-12	Assistant Principal, School Counselors, Psychologist, Social Worker, Classroom Teacher	Principal	Ongoing
College Fair	9-12	Principal, Assistant Principal, School Counselors	Collaboration with Connetquot High School	Spring

PPS Meetings	9-12	PPS Team		Weekly
Parent Information Nights	9-12	School Counselors	Principal, Assistant Principal	Ongoing
PSAT Administration/Method Learning Introduction	11/Open to grade 10 for early practice	School Counselors		Fall
SAT/ ACT Administration	10-12	School Counselors		Ongoing
Practice ACT Administration	10	School Counselors		Winter

Goal 12

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

Target population: Grades 9-12

Objectives:

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

Annual Assessment:

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

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity

Student Orientation	Incoming 9 th grade parents	Principal, Assistant Principal, School Counselors		Summer
Report Cards	9-12	Classroom Teachers	Principal, Assistant Principal, Infinite Campus	Quarterly
Parent Information Nights	9-12	School Counselors	Principal, Assistant Principal	Ongoing
ACCES- VR Transition Planning	9-12	Principal, Special Education	School Counselors	Spring
College Information Night	12	School Counselors	Principal	Fall
College Representative Visits	12	School Counselors		Fall-Winter
Individual Junior Parent/Student Post HS Planning Appointments	11	School Counselors	Principals	Winter-Spring
Individual Senior Parent/Student Post HS Planning Appointments	12	School Counselors	Principals	Fall
On-Site Admissions Days	12	School Counselors	Admissions Representatives	Fall

Suffolk County CC Application Workshop	12	School Counselors	Admissions Representatives	Fall
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