

**SOUTHDOWN
PRIMARY SCHOOL**

GUIDANCE PLAN

2021-2022

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Director of Guidance and Testing, K-12

Member Organizations

Suffolk Directors of Guidance (SDOG)

Western Suffolk Counselors Association (WSCA)

American School Counselors Association (ASCA)

New York State School Counselors Association (NYSSCA)

New York State Association for College Admissions Counselors (NYSACAC)

North Shore Consortium

Southdown Primary Counseling Staff

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Introduction

As we continue through the twenty-first century, it is increasingly evident that students require a wider range of counseling services as they face greater societal pressures. Hence, the Guidance Plan was devised for two reasons. The first, to ensure that each student is exposed to age-appropriate activities that surround and support the personal, educational, and career goals for future success; and the second, to assure the educational stakeholders and community residents that academic success is considered for all pupils in the Huntington School District.

The purpose of the school counseling program in a school setting is to promote and enhance the learning process. Our school district families depend on school counselors to serve as valuable human resources, and the Huntington counseling team is committed to helping students achieve their full potential; while helping them to become responsible and independent members of the school and community.

The role of the school counselor has changed drastically over the past thirty years; the responsibilities and tasks assigned have expanded exponentially to meet the needs of our diverse student population. School counselors are not only expected to assist students with scheduling and post-secondary planning (including college advising), but also to facilitate personal/social emotional growth, develop healthy self-concepts, maximize academic potential, engage in career exploration and development, partake in various meetings (team, CSE, and leadership), keep current with educational practices and changes, collaborate with staff and faculty, and network with constituents in the counseling field.

According to Commissioner's Regulations 100.2

j. Guidance programs

1. Public Schools. Each school district should have a comprehensive developmental school counseling/guidance program, and ensure that all students in K-12 have access to a certified counselor.

i. For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

a. In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

- b. For students in grades six through twelve, certified 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 disability, the plan shall be consistent with the student's individualized education program:
 - c. School counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - d. Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
 - e. Student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
- (ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.
- (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
 - (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

Learning Standards for Career Development and Occupational Studies

Standard 1: Career Development

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

Standard 2: Integrated Learning

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

Standard 3a: Universal Foundation Skills

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

Standard 3b: Career Majors

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

Guidance Department Mission Statement

The mission of the guidance department is to provide all students with a comprehensive, grade level curriculum to develop academic skills, social/emotional well-being, and college/career readiness. The Guidance Department curriculum incorporates an annual individual progress review (IPR) to document student academic growth, goal setting, college and career readiness, and social/emotional development.

Guidance Programs

The Huntington Board of Education recognizes that guidance programs are an integral part of the total instructional program for all students in all grade levels. Thus, a guidance program is incorporated into the curriculum (for grades K-5) through classroom teachers, social workers, and psychologists to aid students in making informed and responsible decisions in various aspects of their lives. In grades six through twelve, students are provided with direct guidance services and programs through certified New York State school counselors.

The objectives of the guidance department are to assist students to develop into mature self-reflective and understanding individuals who can make sound-decisions; while possessing the necessary core values for productive citizenship. School counseling programs are developed by focusing on the needs and issues related to various stages of student development. The ultimate goal of the school counseling program is to prepare students to meet the demands of college, career, and civic readiness; thereby maximizing post-secondary success in various venues (college, workforce, military, etc.).

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

New York State Guidance Goals for Grade K-3

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.

Southdown Primary School Guidance Plan

The Southdown Primary School is committed to meeting the guidance regulations established by New York State, as well as the National Standards for School Counseling Programs. This plan is designed to assist students in preparing to effectively participate in their current and future educational programs. It is focused on addressing students' attendance, academic, behavioral or adjustment problems, and strongly encourages parental involvement.

A. Program Objective: To enable students to participate effectively in their current and future educational programs.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Students will demonstrate continuous academic achievement as they progress through their elementary school.
2. Grade accomplishments will improve as students promote through the grades.
3. Students will develop appropriate social and emotional skills that will enhance their ability to learn.

D. Annual Assessment:

1. Student achievement will be assessed and reported using tri-annual report cards.
2. Pupils receiving remedial instruction will be evaluated through state assessments and teacher evaluation.
3. Students will transition to the next grade level based upon faculty and administrative recommendation(s).

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|---|---|---|--|-------------------------|
| Kindergarten screening | Incoming kindergarten students | Classroom Teacher Physical Ed. Teachers Reading Specialist Speech/Language Teacher Support Service Teachers | Principal Special Education Teacher | March – June Ongoing |
| State Assessments | Students in grade 3 | Classroom Teacher | Principal | Spring |
| Universal Screening/AIMS Web and quarterly assessments (Report Cards) | Students in grades K-3 | Classroom Teacher Reading Teacher Math Teacher | Principal Psychologist | Ongoing |
| Instructional Support Team Meetings and RTI | Students requiring RTI services in grades K-3 | Instructional Support Team Classroom Teachers Reading Teachers | Principal Pupil Personnel Staff | Ongoing |
| Community Read Aloud | Students in grades K-3 | Classroom Teacher | Principal | Ongoing |

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|---|--------------------------------|---|---|----------------------------|
| CSE/504 Annual Review | Students with special Needs | CSE and 504 Committee Members | Director of PPS Report Cards Testing Results IEP/504 Plans Teacher Feedback | Winter/Spring Ongoing |
| Individual Counseling | Students of concern | Psychologist School Counselor Social Worker | Director of PPS Director of Guidance Principal Teacher/Parent feedback | As needed |
| Group Counseling | Identified students | Psychologist School Counselor Social Worker | Director of PPS Director of Guidance | As needed |
| Building/PBIS (Positive Behavioral Intervention Support) Assemblies – monthly meetings focusing on social and emotional learning and the character trait(s) of the month, and Kindness Campaign | Students in grades K-3 | Principal Faculty members Psychologist Social Worker | Director of PPS Security Monitors Aides | Monthly |
| Bucket Fillers/Splash – students are encouraged to demonstrate good deeds at school and at home | Students in grades K-3 | Classroom Teachers Psychologist Social Worker | Principal | Ongoing |
| Arts in Education Programs – special programs that are provided for promoting the social and emotional well-being of students | Students in grades K-3 | Principal Psychologist Classroom Teachers | Director of Fine Arts | Ongoing |
| The Friendship Bench – promotes student interaction, social awareness, and empathy for others | Students in grades K-3 | Social Worker Aids Physical Ed. Teachers | Principal | Ongoing |
| Leadership Team | 3 rd grade students | Principal Psychologist Classroom Teachers | Select Faculty Members | Ongoing |
| Blue Ribbon Behavior/Rainbow Charts | Students in grades K-3 | Classroom Teachers Specialty Teachers | Principal Psychologist Social Worker | Ongoing |
| Peaceful Playground | Students in grades K-3 | Physical Ed. Teachers School Aides | Principal | Ongoing |
| Student Council – Student representatives meet monthly to offer suggestions on improving school climate | Students in grade 3 | Principal | | Monthly |
| Sanford Harmony (Social Emotional Learning) | Students in grades K-3 | Classroom Teachers Librarian Computer Teacher Asst. | Principal | Ongoing |
| Maker-Space | Students in grades K-3 | Classroom Teachers Librarian Computer Teacher Asst. | Principal | Ongoing |
| Technology Enhancement Initiative: One-to-one Chromebook initiative, hour of code, project-based learning | Students in grade 3 | Aides Teacher Assistants ENL Teacher Math Teacher Reading Teacher | Principal | Ongoing |

A. Program Objective: To assist students who exhibit attendance problems.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Students will begin to attend classes regularly as a result of the intervention services provided, and parents will cooperate with the school to ensure the regular attendance of their children.

D. Annual Assessment:

1. Improved student attendance will be assessed by daily, monthly, and year-end reports.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|---|----------------------------------|--|--|----------------------------|
| Student attendance reporting | Students in grades K-3 | Principal Social Worker | Attendance Secretary Personnel E-school | Daily |
| Attendance phone calls to parents | Absent students | Attendance Secretary Nurse | Principal Blackboard Connect Classroom teachers Social Worker | Daily |
| Individual meetings | Identified students | School Counselor | Social Worker Director of Guidance | As needed |
| Written communication to parent/guardian regarding excessive absences | Students with excessive absences | Principal | Pupil Personnel Staff | As needed |
| Parent Conferences | Students with excessive absences | Principal School Counselor Social Worker | Pupil Personnel Staff | As needed |
| Child Protective Services (CPS) | Students with excessive absences | Principal School Counselor Social Worker | Pupil Personnel Staff | As Needed |

A. Program Objective: To assist students who exhibit academic problems.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Students will improve classroom work and homework.
2. Students' report card grades will improve.
3. Improvement in Aimsweb Plus benchmarking and progress monitoring data.

D. Annual Assessment:

1. Improvement of students' classroom work and homework will be assessed by classroom teacher.
2. Improvement in report card grades will be noted on trimester report cards.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|--|---|---|---|----------------------------|
| Parent Teacher Conferences | Students identified as struggling educationally in Grades K-3 | Classroom teachers Reading Support School Counselor Speech Teachers | Principal Psychologist IST, CSE | As needed |
| Instructional Support Team Meetings/Response To Intervention | Students experiencing major challenges in the classroom environment or as indicated on state mandated exams | Principal Psychologist Classroom Teachers Social Worker Reading Teacher Speech Teacher Math Teacher | Resource Room Teacher, IST, CSE, RTI | Weekly |
| Student Teacher Conferences | Students exhibiting academic concerns | Classroom Teachers | Principal School Counselor CSE, RTI, IST | As needed |
| Individual meetings | Identified students | School Counselor | Social Worker Director of Guidance | As needed |
| Student/Social Worker Conferences | Students exhibiting academic concerns | Social Worker | Principal Psychologist | As needed |
| Referral to the Committee of Special Education (CSE) for Evaluation | Referred Students | Instructional Support Team Parents | Principal Psychologist School Counselor Social Worker RTI/CSE | As needed |
| RTI Support Services – Students who are identified through standardized test grades and teacher recommendations. | Identified students | Principal Psychologist Classroom and Reading Teachers | IST, Report Cards, Standardized Test Scores, AIMS Web | Continuous |
| Progress Monitoring (based on universal benchmark screening) | Identified students | Computer Teacher Assistants | Math Teacher Reading Teacher Aimsweb Plus | Ongoing |

A. Program Objective: To assist students who exhibit behavioral or adjustment problems.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Students will show improvement in behavior.
2. Students will demonstrate improved student adjustment to school.
3. Development of peer relationships.

D. Annual Assessment:

1. Improved student behavior will be assessed by the reduction of reported disciplinary problems.
2. Improved student adjustment to school will be noted by the classroom teacher and school staff by observing improved academic performance.
3. Improved peer relationships will be noted by the classroom teacher.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|---|---|---|---|----------------------------|
| Classroom instruction regarding appropriate school behavior | Students in grades K-3 | Classroom Teachers | Principal Pupil Personnel Staff Bucket Fillers | Continuous |
| Student/Teacher Conferences | Students exhibiting behavioral or adjustment problems in grades K-3 | Classroom Teachers Nurse Aide | Principal Pupil Personnel Staff | As needed |
| Individual meetings | Identified students | School Counselor | Social Worker Director of Guidance | As needed |
| Teacher/Parent/Principal Conferences | Students exhibiting behavioral or adjustment problems in grades K-3 | Principal Classroom Teachers | Pupil Personnel Staff Student Internalizing Behavior Screening Scale (SIBSS) | As needed |
| Instructional Support Team (IST)/ School Based Inquiry Team (SBIT)/Response to Intervention (RTI) | Students exhibiting behavioral or adjustment problems in grades K-3 | Principal Classroom Teachers Psychologist | Social Worker Resource Room Teacher Nurse | As needed |

A. Program Objective: To educate students concerning personal safety.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Students will be able to recognize potentially dangerous situations, including the ability to realize when their personal safety is threatened, and the ability to identify someone with whom they can safely confide their feelings.

D. Annual Assessment:

1. Expected outcome will be assessed by classroom teachers' observations of student responses and parental feedback.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|--|-----------------------------------|---|---|----------------------------|
| Instruction regarding personal safety – fire safety, stranger-danger, bike safety, pool safety, etc. | Students in grades K-3 | Classroom Teachers Physical Education Teachers | Nurse Arts in Education Program Outside Presenters | As needed |
| Parent notification in the event there potential risk to children's safety | Parents of students in grades K-3 | Principal, PPS Staff | Central Office Admin. Nurse Social Worker Psychologist | As needed |
| Classroom Visits | Grades K-3 | Psychologist Social Worker | Outside Agencies | Annual |
| Ambulance/EMT Visits/Fire Department | Students in grades K-3 | Principal | Local Agencies Nurse | Annual |
| Fire Prevention Program | Students in grades K-3 | Classroom Teacher | Principal | Annual |
| Internet Safety/Cyberbullying | Students in grades 2-3 | Computer Teacher Assistants | Principal | Ongoing |

A. Program Objective: To encourage and increase parental involvement and participation.

B. Target Population: Grades K-3

C. Expected/Measurable Outcome(s):

1. Parents and/or guardians will be aware of the educational programs and goals established for their children.
2. There will be evidence of parent initiated contact with teachers and school staff.
3. Parent volunteers will volunteer to assist in classroom and field trips.
4. Attendance at “Back-to-School Night” and other planned activities.
5. Parental involvement in school advisory committees.

D. Annual Assessment:

1. Parental awareness and support of programs and goals will be assessed by parental feedback.
2. Parent initiated contact will be assessed by the principal.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|---|-----------------------------------|--|--|----------------------------|
| Parent Engagement/Academy Workshops highlighting various areas of the curriculum | Parents of students in grades K-3 | Classroom Teachers Specialty Teachers | Principal District Directors ELA Coordinator | 2 times a year |
| School/Parent communications, report cards, newsletters, and informal communications | Parents of students in grades K-3 | Principal All faculty members | Nurse Pupil personnel staff Website Backpack mail Email Connect Ed Messages | Ongoing |
| Shared Decision Making Committee | Parents of students in grades K-3 | Principal Select faculty members Site-Based Management Team (SBMT) | Administration Pupil Personnel Staff | Ongoing |
| Guidance Advisory Meeting | Parents of students in grades K-3 | School counselor Director of Guidance | Principal Pupil Personnel Staff Teachers | Fall/Spring |
| Parent/Teacher Conferences | Parents of students in grades K-3 | Classroom Teachers | Principal Pupil Personnel Staff | Bi-annual Ongoing |
| Parent Portal Access/Eschool Data | Parents of students in grades K-3 | Chief Information Officer Principal | Director of Guidance | Ongoing |
| Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs | Parents of students in grades K-3 | Principal Classroom Teachers Pupil Personnel Staff Specialty Teachers | Hand-outs | Spring/Fall |
| Family Nights/Programs – Bingo, Sports Night, Movie Night, VIP Night, Math Night, Pancake House, Block Party, Parent Socials, Sweetheart Dance, Family Fun Night, Community Read Aloud- Fun Based Reading, STEM Family Nights | Parents of students in grades K-3 | Principal | Parent Teachers Association (PTA) School Counselor | Monthly |
| Book Fair | Parents of students in grades K-3 | Principal | Parent Teachers Association (PTA) | Annual |

A. Program Objective: To provide articulation between Southdown Primary School and Jack Abrams STEM or Woodhull Intermediate.

B. Target Population: Grade 3

C. Expected/Measurable Outcome(s):

1. Third grade students will be able to transition effectively and efficiently into the middle school.
2. Students will be placed accurately and will be appropriately scheduled for fourth grade courses.
3. Students will transition into their intermediate school with a non-anxiety provoking experience.

D. Annual Assessment:

1. Contacts with students will be assessed during individual and group meetings.
2. Teacher and administration feedback will be assessed.
3. Student adjustment will be noted and observed by classroom teachers.

E. Program Description:

| Activity | Target Group | Staff Assigned | Other Resources | Date(s) of Activity |
|--|---------------------------------|--|--|----------------------------|
| Preparation of programs for primary school students entering intermediate school (Orientation) | Students and parents in grade 3 | Principal | Assistant Principal Dean | Annual |
| Open House | Students/parents in grade 3 | Principal Support Staff RTI Reading Teacher RTI Math Teacher ENL Staff | Assistant Principal Director of World Lang. Teachers | Annual |