

J.T. FINLEY MIDDLE SCHOOL

GUIDANCE PLAN

2022-2023

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Jeannette Alomia
District 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

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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 American School Counselor Association Standards: Mindsets and Behaviors for Student Success](#) are also referenced throughout this plan.

New York State Guidance Goals for Grades 7-8

Goal 1: Review each child's educational progress and career plans annually.

Goal 2: Teach students about various careers and help them to develop career-planning skills.

Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:

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

Goal 4: Encourage parental involvement in the educational process.

J.T. Finley Middle School Guidance Plan

Middle school counselors play an integral role in the development of the middle school-aged child. One of the main goals is to assist students in acclimating and acculturating into their new environment with ease; and ultimately to transition effectively into high school. Hence, the Middle School Guidance Plan is intended to meet the New York State regulations by focusing on educational goals and career exploration; as well as encourage parental involvement.

A. Program Objective: To review each child’s educational progress and career plans annually.

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Students will be able to identify their academic abilities and achievement levels.
2. Students will understand the relationship of academics to the world of work in relation to life at home and in the community.
3. Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.

D. Annual Assessment:

1. Review student report cards, progress reports, state assessments, and standardized testing.
2. Monitor and review career assessments performed and logged through individual student portfolios.
3. Feedback received from counselors, parents and teachers.

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Academic Reviews – approximately three times a year the counselors review student performance to identify and monitor appropriate interventions for student progress.	Students in grades 7-8	School Counselors	Instructional Support Team Principal	November February May
Individual and group counseling student and parent conferences	Students in grades 7-8	School Counselors	Director of Guidance Team Teachers Mental Health Team	Ongoing
Grade Level Guidance Evening Events	Students in grades 7-8	School Counselors	Director of Guidance Principal Assistant Principal	Winter
Naviance – Career Exploration, Scavenger-Hunt, My Planner, Road Trip Nation, and Resume-Building	Students in grades 7-8	School Counselors	Family and Consumer Science Teachers	Fall/Spring
Team Meetings	Students in grades 7-8	School Counselors Classroom Teachers Specialty Teachers	Principal Assistant Principal	Ongoing
Classroom Push-ins (High School Planning, Scheduling)	Students in grades 7-8	School Counselors	Classroom Teachers	Fall
Individual Progress Review (IPR)	Students in grades 7-8	School Counselors	Director of Guidance	Ongoing

A. Program Objective: To teach students about various careers and help them to develop career-planning skills.

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to be able to explain career development.
2. Students will be able to identify and use career resources with success.
3. Students will be able to understand the relationship between personal qualities/values in relation to selecting a career.

D. Annual Assessment:

1. Counselor evaluation of student's understanding
2. Teacher evaluation through the instructional unit in the classroom
3. Feedback received from counselors, parents and teachers.

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Career Café's – Counselors coordinate for guest speakers to discuss some of the logistics and academic preparation needed for specific careers.	Students in grades 7-8	School Counselors	Director of Guidance	Ongoing
Individual/group instruction on career exploration and resume building	Students in grades 7-8	School Counselors Home and Career Teacher	Director of Guidance Naviance Career Zone My Next Move/ Mi Próximo Paso	Winter/Spring
Resume-Building Groups	Students in grades 7-8	School Counselors	Naviance	Winter/Spring
Road Trip Nation	Students in grades 7-8	School Counselors	Naviance FACS Teachers	Ongoing
Career Clusters	Students in grades 7-8	School Counselors FACS Teachers	Director of Guidance	Fall/Spring
Classroom Lessons	Students in grades 7-8	School Counselors FACS Teachers	Director of Guidance	Fall/Spring

A. Program Objective: To provide assistance to enable students to benefit from the curriculum

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Students will be aware of the requirements for obtaining a high school diploma.
2. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.
3. Students will complete middle school with the academic preparation necessary for high school placement; that will prepare them for post-secondary options, including college.

D. Annual Assessment:

1. Counselor evaluation of student's understanding
2. Teacher/parent evaluation and feedback

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Parent/Student Orientation	Students in grades 7-8	Principal Assistant Principal School Counselors Select Faculty Members	Psychologist Social Worker Student Planner Student Schedule	August
Articulation Visit/Assembly	Rising 7 th graders	Principal School Counselors	Director of Guidance	Spring
College Awareness Week/College Day	Students in grades 7-8	School Counselors	Director of Guidance	Fall/Winter
Classroom Presentations for High School Scheduling, Course Selections, and Naviance	Students in grades 7-8	School Counselors	Director of Guidance Curriculum Guide Course Selection Sheets Hand-outs	Fall/Winter
Individual and group counseling with students to discuss personal, social, and emotional needs	Students of concerns in grades 7-8	School Counselors Psychologist Social Worker	Assistant Principal Teacher Referrals Parent feedback Team Meetings	Ongoing
Pre-registration meetings	Students in grades 7-8	School counselor	Director of Guidance Classroom Teachers	Fall/Winter/ Spring
Arts in Education Programs – special programs that are provided for promoting the social and emotional well-being of students	Students in grades 7-8	Principal Assistant Principal Select Faculty Members	Director of Fine Arts School Counselors	Ongoing
Team Meetings	Students in grades 7-8	Assistant Principal School Counselors Psychologist Social Worker Classroom Teachers Specialty Teachers	Family Service League	Ongoing
Grade Level Guidance Presentations	Students in grades 7-8	Director of Guidance School Counselors	Principal	Spring
Newsletters/Google Classroom	Students in grades 7-8	School Counselors	Director of Guidance	Fall/Spring Ongoing
Naviance Email Blasts	Students in grades 7-8	School Counselors	Director of Guidance	Ongoing
Elective Fair	Students in grade 8	Teachers Department Supervisors	Principal Assistant Principal	Fall/Winter
Summer School	Students in grades 7-8	School Counselors	Director of Guidance Principal	Summer

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

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Student attendance will improve
2. Student incidents of tardiness will be reduced

D. Annual Assessment:

1. Daily/monthly attendance reports will be reviewed
2. Overview of the cumulative attendance report

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Daily recording of attendance	Students in grades 7-8	Classroom Teacher Psychologist Social Worker Attendance Office	Principal Assistant Principal School Counselor	Ongoing
Daily follow-up phone calls home	Students in grades 7-8	Attendance Office	Assistant Principal School Counselor Psychologist Social Worker Parent Square	Ongoing
Referral to Instructional Support Team (IST)/Response to Intervention (RTI)	Students in grades 7-8	Assistant Principal School Counselors Classroom Teacher	Psychologist Social Worker Family Service League	Ongoing
Home Visits	Identified students in grades 7-8	Social Worker	School Counselors	Ongoing
Individual/Group Counseling	Students in grades 7-8	Psychologist Social Worker	School Counselors	Ongoing
Daily/Weekly Progress Mentoring/Monitoring	Identified students in grades 7-8	School Counselors Select Faculty Members	Principal Psychologist Social Worker	Ongoing
Child Protective Services (CPS) Referrals	Students with excessive absences	Psychologist Social Worker School Counselors	Principal Assistant Principal	As needed

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

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Student failures will be reduced and students will be provided with the necessary support to promote to the following grade in a timely manner.
2. Students scheduled for remedial/support classes will show improvement in courses that correlate to those classes.

D. Annual Assessment:

1. Quarterly review of progress reports and report cards
2. Reduction in students requiring summer school and those needing to continue in remedial/support classes

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Quarterly review of report cards	Students in grades 7-8	School Counselors	Principal Assistant Principal Classroom Teachers	November/February April/June
Quarterly review of progress reports	Students in grades 7-8	School Counselors	Principal Assistant Principal Classroom Teachers	October/December March/May
Weekly Extra Help	Students in grades 7-8	Classroom Teacher	Principal Assistant Principal School Counselors Late Buses	Tuesdays/Thursdays Ongoing
Parent/Teacher/Counselor Conferences	Students in grades 7-8	School Counselors Classroom Teachers	Assistant Principal Psychologist Social Worker	As needed
Individual Meetings	Students in grades 7-8	School Counselors Classroom Teachers	Principal Assistant Principal Social Worker Psychologist	As needed
Instructional Support Team (IST)/ Resp to Intervention (RTI)	Identified students in grades 7-8	Assistant Principal School Counselors Psychologist Social Worker Classroom Teachers	Principal Family Service League	Ongoing
Academic Level Changes	Students in grades 7-8	School Counselors	Director of Guidance District Supervisors Principal Assistant Principal Classroom Teachers	As needed
Failure lists and notifications	Identified students in grades 7-8	School Counselors Classroom Teachers	Principal Assistant Principal	Ongoing
Summer School Information	Identified students in grades 7-8	School Counselors	Director of Guidance Summer School Packets	June
Academic Intervention Support Service	Identified students in grades 7-8	Faculty Members	Principal Assistant Principal School Counselors	Ongoing

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

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Students with behavioral or adjustment issues will be able to identify better ways to resolve difficulties
2. Students with adjustment problems will be able to elect to participate in individual or group counseling to attempt to resolve their difficulties.
3. Students will make appropriate decisions regarding what is acceptable behavior.

D. Annual Assessment:

1. Review the number of disciplinary referrals.
2. Teacher/counselor observations of student behavior.

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Counselor/student meetings	Referred students in grades 7-8	School Counselors Psychologists Social Worker	Principal Assistant Principal Director of Guidance Referring Teacher	As needed
Teacher/counselor meetings	Identified students in Grades 7-8	School Counselors Psychologists Social Worker Classroom Teacher	Assistant Principal Director of Guidance	As needed
Individual Meetings	Identified students in Grades 7-8	School Counselors Psychologists Social Worker Teacher Mentors	Principal Assistant Principal Director of Guidance Referring Teacher	As needed
Counselor/parent/teacher meetings	Identified students in Grades 7-8	School Counselors Psychologists Social Worker Classroom Teacher	Principal Assistant Principal Director of Guidance	As needed
Referral to Instructional Support Team (IST)/ Response to Intervention (RTI)	Identified students in Grades 7-8	School Counselors Classroom Teacher	Principal Assistant Principal Psychologists Social Worker Family Service League	As needed

A. Program Objective: To assist students with social emotional development

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Students will be able to understand the value of making good choices.
2. Students will elect to participate in after school clubs and activities, as well as take on leadership roles that will enhance their connections to others.
3. Students will be able to engage in self-reflection, as well as develop academic and social awareness in diverse settings.

D. Annual Assessment:

1. Assess student involvement and interaction in groups.
2. Observed behaviors during individual meetings and conferences.

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
National School Counselors Week	Students in grades 7-8	School Counselors	Director of Guidance	Winter
ENL Support Groups	Students in grades 7-8	School Counselors School Psychologists	Social Worker Director of Guidance Director of World Languages	Ongoing
Educational Related Support Services (ERSS)	Students in grades 7-8	School Counselors	Mental Health Team	Ongoing
Individual/Group Counseling	Students in grades 7-8	School Counselors Mental Health Team	Director of Guidance CAST Project Excel Family Service League Huntington Sanctuary	Ongoing
Monthly Character Themes	Students in grades 7-8	School Counselors School Psychologist	Director of Guidance Principal	Ongoing
Guidance Newsletters	Students in grades 7-8	School Counselors	Director of Guidance	Fall/Spring
Weekly Check-in's	Students in grades 7-8	School Counselors	Director of Guidance School Psychologist Social Worker Teachers	Ongoing
Re-integration/New Entrant Meetings	Students in grades 7-8	School Counselors	Director of Guidance Principal School Psychologist Social Worker	Ongoing

A. Program Objective: To encourage parental involvement in the educational process.

B. Target Population: Grades 7-8

C. Expected/Measurable Outcome(s):

1. Parents will understand the range of educational programs and services that are available to their children.
2. Parents will assist by partaking in their child's educational program by being present at meetings with their counselor.
3. Parents will participate in the early stages of post-secondary planning and help craft their children's future.

D. Annual Assessment:

1. Parent feedback during formal and informal meetings
2. Attendance at various school events
3. Observations by the guidance counselors, administration, and staff

E. Program Description:

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Pre-registration meetings	Students in grades 7-8	School Counselors	Director of Guidance Classroom Teachers	Fall/Winter
Parent/Counselor Guidance meetings	Students in grades 7-8	School Counselors	Director of Guidance Classroom Teachers	Ongoing
Orientation	Rising 7 th grade students and parents	Principal Assistant Principal School Counselors Select Faculty Members	Director of Guidance Classroom Teachers Psychologist Social Worker	March
Meet the Teacher Night	Students and parents in grades 7-8	Classroom Teachers School Counselors	Principal Assistant Principal	Fall
Parent Engagement/Academy Workshops/ENL highlighting various areas of the curriculum	Parents of students in grades 7-8	Principal Assistant Principal	School Counselors Faculty Members	Twice a year
Progress reports and report cards published on the parent portal	Students in grades 7-8	Classroom Teachers Specialty Teachers Director of Guidance	Principal Assistant Principal E-school	Quarterly
Guidance Advisory Meeting	Parents in grades 7-8	School Counselors Director of Guidance	Principal Department Supervisors Classroom Teachers Students Parents	Fall/Spring
Information regarding course placement	Students in grades 7-8	Classroom Teachers Department Chairs School Counselors	Director of Guidance Letters mailed home	Spring
Team Meetings	Students in grades 7-8	Classroom Teachers School Counselors	Principal Assistant Principal	Ongoing
Grade Level Guidance Events/Joint Programs	Students in grades 7-8	Director of Guidance School Counselors	Principal Assistant Principal	Fall/Winter
Counselor Evening Hours	Students and parents in grades 7-8	School Counselors	Director of Guidance	Ongoing
Parent Teachers Student Conferences and Meetings (PTSA)	Students in grades 7-8	Principal Assistant Principal	Director of Guidance Parents	Ongoing

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Connect Ed Messages/Naviance Email Blasts	Students in grades 7-8	Principal Director of Guidance	Assistant Principal	Ongoing
Shared Decision Making Meetings	Students in grades 7-8	Principal Assistant Principal	Select Faculty Members	Ongoing
Newsletters/Google Classroom	Students in grades 7-8	School Counselors	Director of Guidance	Fall/Spring Ongoing
Course selection/placement (AIS) notification process	Students in grades 7-8	Department Chairs Classroom Teachers School Counselors	Principal Assistant Principal Director of Guidance	
Guidance Advisory Committee	Parents of students in grades 7-8	School Counselors Director of Guidance	Principal Teachers Students	Fall/Spring
Student/Parent Portal Access and Eschool Data Mobile Application	Students and parents in grades 7-8	Chief Information Officer Assistant Principals Director of Guidance	Secretarial Staff School Counselors	Ongoing
Committee on Special Education (CSE) Meetings	Students and parents in grades 7-8	School Counselors Classroom Teachers School Psychologist Special Education Coordinator	Social Worker Director of PPS Director of Guidance	Ongoing