

FLOWER HILL
PRIMARY SCHOOL

SCHOOL COUNSELING PLAN

2025-2026

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District Director of School Counseling 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 College 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 School Counseling 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. Counseling programs

1. Public Schools. Each school district should have a comprehensive developmental school counseling 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 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 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:

School counseling 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 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 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 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 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 program plan and advising on the implementation of the school counseling 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 comprehensive school 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.

School Counseling Department Mission Statement

The mission of the counseling 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 Counseling Department curriculum incorporates an annual individual progress review (IPR) to document student academic growth, goal setting, college and career readiness, and social/emotional development.

School Counseling Programs

The Huntington Board of Education recognizes that counseling programs are an integral part of the total instructional program for all students in all grade levels. Thus, a counseling program is incorporated into the curriculum (for grades K-3) through classroom teachers, social workers, and psychologists to aid students in making informed and responsible decisions in various aspects of their lives. In grades fourth through twelve, students are provided with direct counseling services and programs through certified New York State school counselors.

The objectives of the counseling 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 Counseling 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.

Flower Hill Primary School School Counseling Plan

The Flower Hill Primary School is committed to meeting the school counseling 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 quarterly report cards.
2. Pupils receiving remedial instruction will be evaluated through benchmark assessments, 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 Speech/Language Teacher Reading Specialist	Principal Psychologist Special Education Teacher	May – June Ongoing
State Assessments	Students in grade 3	Classroom Teacher	Principal	Spring
Universal Screening/iReady, AIMSweb and quarterly assessments (Report Cards)	Students in grades K-3	Classroom Teacher Support Staff	Principal Psychologist	Ongoing
Multi-Tiered System of Supports (MTSS)	Students requiring MTSS services in grades K-3	Instructional Support Team Classroom Teachers	Principal Pupil Personnel Staff	Ongoing
PARP/Lego Club	Students in grades K-3	Classroom Teacher	Principal	Ongoing

Activity	Target Group	Staff Assigned	Other Resources	Date(s) of Activity
Individual Counseling	Students of concern	Psychologist Social Worker	Director of Special Education and Student Support Services Principal Teacher/Parent feedback	As needed
Group Counseling	Identified students	Psychologist Social Worker	Director of Special Education And Student Support Services	As needed
Career/College and Social-Emotional Assemblies	Students in grades K-3	School Counselor	Director of School Counseling Principal	Fall/Spring
Building/PBIS (Positive Behavioral Intervention Support) Assemblies – monthly meetings focusing on social and emotional learning and the character trait(s) of the month, STAR Student Program, and Kindness Campaign	Students in grades K-3	Principal Faculty members Psychologist Social Worker	Director of Special Education and Student Support Services	Monthly
“The Flower Hill Four Assemblies”- 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
Class Dojo and Individual Behavior Charts, Pawsitives Notes	Students in grades K-3	Classroom Teachers Specialty Teachers	Principal Psychologist Social Worker	Ongoing
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 grades K-3	Aides Teacher Assistants ENL Teacher Math Teacher Reading Teacher	Principal	Ongoing

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

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 Classroom teachers Social Worker Neighborhood Aid Parent Square	Daily
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 Social Worker	Pupil Personnel Staff	As needed
Child Protective Services (CPS)	Students with excessive absences	Principal Social Worker	Pupil Personnel Staff	As Needed

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

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 iReady and 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 Math Support 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 CSE, RTI, IST	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 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, iReady AIMS Web	Continuous
Progress Monitoring (based on universal benchmark screening)	Identified students	Teachers	Math Teacher Reading Teacher iReady AIMSweb Plus	Ongoing

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

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
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)/Multi-Tiered System of Supports (MTSS)	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 grade 3	Principal	Local Agencies Nurse	Annual
Fire Prevention Program	Students in grades K-3	Classroom Teacher	Principal	Annual
Internet Safety/Cyberbullying	Students in grades K-3	Library Media Specialist	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
Counseling Advisory Meeting	Parents of students in grades K-3	School counselor Director of School Counseling	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 School Counseling	Ongoing
Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open Houses	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, Science/Math Night, Block Party, Parent Socials, Halloween Bash, Holiday Craft Night, Community Read Aloud- Fun Based Reading, Coffee and Conversations, STEM Family Nights	Parents of students in grades K-3	Principal	Parent Teachers Association (PTA) School Counselor	Monthly

A. Program Objective: To provide articulation between Flower Hill 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 School Counselor Classroom Teachers	Director of School Counseling Assistant Principal Dean	Annual
Open House	Students/parents in grade 3	Principal Support Staff RTI Reading Teacher RTI Math Teacher ENL Staff	Director of World Lang. Teachers	Annual
Provide Articulation between Flower Hill Primary School and all other Intermediate Schools		Social Worker Psychologists		