

J.T. Finley  
Middle School



School Counseling Plan  
2026-2027

## Table of Contents

|  |   |
|--|---|
| Acknowledgement .....  | 3 |
| Counseling Staff .....   | 4 |
| Introduction .....   | 5 |
| • Commissioner’s Regulations 100.2                                   |   |
| • Learning Standards for Career Development and Occupational Studies |   |
| Counseling Department’s Mission Statement .....                      | 8 |
| Counseling Program .....   | 8 |
| Overview of New York State Goals .....                               | 8 |
| Grades 7-8 .....   | 9 |

## **Acknowledgement**

I would like to give special thanks to the American School Counselors Association (ASCA) and the New York State School Counselors Association (NYSSCA) for the guidance, collaboration, and essential guidelines that were provided. I would also like to thank the Huntington counseling team, members of the advisory council, and administrators for their input and support.

Dr. Ricky Papandrea  
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### **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) Guidance programs and comprehensive developmental school counseling/guidance programs.**

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) Public Schools. Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

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

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the commissioner's regulations.

(i) For all grades kindergarten through 12, 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 5, 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 6 through 12, 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) indirect 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 learning 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.

### **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 Major** - 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.

## **Counseling Department's 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.

## **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 school 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 School Counseling Goals for Grade 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 School Counseling Plan

Middle school counselors play an integral role in the development of middle school-aged children. 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 Counseling Plan is intended to meet the New York State regulations by focusing on educational goals and career exploration; as well as encouraging 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         |
|--|------------------------|--|--|-----------------------------|
| 6 <sup>th</sup> Grade Parent Night   | Students in grade 6    | School Counselors  |  | January                     |
| Academic Reviews – approximately three times a year the counselors review student performance in iReady benchmarks to identify and monitor appropriate interventions for student progress. | Students in grades 7-8 | School Counselors  | Instructional Support Team<br>Principal                              | November<br>February<br>May |
| Individual and group counseling student and parent conferences   | Students in grades 7-8 | School Counselors  | Director of School Counseling<br>Team Teachers<br>Mental Health Team | Ongoing                     |
| Grade Level Evening Events   | Students in grades 7-8 | School Counselors  | Director of School Counseling<br>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<br>Classroom Teachers<br>Specialty Teachers<br>Related Serv. Providers | Principal  | Ongoing                     |
| Classroom Push-ins (High School Planning, Scheduling)  | Students in grades 7-8 | School Counselors  | Classroom Teachers   | Spring                      |
| Individual Progress Review (IPR)   | Students in grades 7-8 | School Counselors  | Director of School Counseling  | 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:**

| <b>Activity</b>  | <b>Target Group</b>    | <b>Staff Assigned</b>              | <b>Other Resources</b>   | <b>Date(s) of Activity</b> |
|--|------------------------|------------------------------------|--|----------------------------|
| Career Day   | Students in grades 7-8 | School Counselors                  | Director of School Counseling<br>Principal   | Ongoing                    |
| Individual/group instruction on career exploration and resume building | Students in grades 7-8 | School Counselors<br>FACS Teacher  | Director of School Counseling<br>Naviance<br>Career Zone<br>My Next Move/<br>Mi Próximo Paso | Winter/Spring              |
| Resume-Building Groups   | Students in grades 7-8 | School Counselors<br>FACS Teacher  | Naviance   | Winter/Spring              |
| Road Trip Nation   | Students in grades 7-8 | School Counselors<br>FACS Teacher  | Naviance<br>FACS Teachers  | Ongoing                    |
| Career Clusters  | Students in grades 7-8 | School Counselors<br>FACS Teachers | Director of School Counseling  | Fall/Spring                |
| Classroom Lessons  | Students in grades 7-8 | School Counselors<br>FACS Teachers | Director of School Counseling  | Fall/Spring                |

**A. Program Objective:** To help 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:**

| <b>Activity</b>   | <b>Target Group</b>                | <b>Staff Assigned</b>   | <b>Other Resources</b>   | <b>Date(s) of Activity</b> |
|---|------------------------------------|---|--|----------------------------|
| Parent/Student Orientation  | Students in grade 7                | Principal Assistant<br>Principal<br>School Counselors Select<br>Faculty Members                                       | Psychologist<br>Social Worker<br>Student Planner<br>Student Schedule   | August                     |
| Articulation Visit/Assembly   | Rising 7 <sup>th</sup> graders     | Principal<br>School Counselors  | Director of School Counseling  | Spring                     |
| College Awareness Week/College Day  | Students in grades 7-8             | School Counselors   | Director of School Counseling  | Fall/Winter                |
| Classroom Presentations for High School Scheduling, Course Selections, and Naviance           | Students in grades 7-8             | School Counselors   | Director of School Counseling<br>Curriculum Guide<br>Course Selection Sheets<br>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<br>Psychologist<br>Social Worker  | Assistant Principal<br>Teacher Referrals<br>Parent feedback<br>Team Meetings<br>Outside mental health agencies | Ongoing                    |
| Pre-Registration meetings   | Students in grades 7-8             | School counselor  | Director of School Counseling<br>Classroom Teachers  | Fall/Winter/<br>Spring     |
| Team Meetings   | Students in grades 7-8             | Assistant Principal<br>School Counselors<br>Psychologist<br>Social Worker<br>Classroom Teachers<br>Specialty Teachers | Family Service League  | Ongoing                    |
| Grade Level Presentations   | Students in grades 7-8             | Director of School Counseling<br>School Counselors  | Principal  | Winter/Spring              |
| Parent Square Email Blasts  | Students in grades 7-8             | School Counselors   | Director of School Counseling  | Ongoing                    |
| Elective Fair   | Students in grade 8                | Teachers<br>Department Supervisors  | Principal<br>Assistant Principal   | Fall                       |
| Summer School   | Students in grades 7-8             | School Counselors   | Director of School Counseling<br>Principal   | Summer                     |

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

**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:**

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

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

**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:**

| <b>Activity</b>  | <b>Target Group</b>               | <b>Staff Assigned</b>   | <b>Other Resources</b>  | <b>Date(s) of Activity</b>      |
|--|-----------------------------------|---|---|---------------------------------|
| Quarterly review of progress reports and report cards                    | Students in grades 7-8            | School Counselors   | Principal<br>Assistant Principal<br>Classroom Teachers  | November/February<br>April/June |
| Review of iReady Benchmark results – fall, winter and spring             | Students in grades 7-8            | School Counselors   | Principal<br>Assistant Principal<br>Classroom Teachers  | October/December<br>March/May   |
| Weekly Extra Help  | Students in grades 7-8            | Classroom Teacher   | Principal<br>Assistant Principal<br>School Counselors<br>Late Buses   | Tuesdays/Thursdays<br>Ongoing   |
| Parent/Teacher/Counselor Conferences                                     | Students in grades 7-8            | School Counselors<br>Classroom Teachers   | Assistant Principal<br>Psychologist<br>Social Worker  | As needed                       |
| Individual Meetings  | Students in grades 7-8            | School Counselors<br>Classroom Teachers   | Principal<br>Assistant Principal<br>Social Worker<br>Psychologist   | As needed                       |
| Instructional Support Team (IST)/ Multi-Tiered System of Supports (MTSS) | Identified students in grades 7-8 | Assistant Principal<br>School Counselors<br>Psychologist<br>Social Worker<br>Classroom Teachers | Principal<br>Family Service League  | Ongoing                         |
| Academic Level Changes   | Students in grades 7-8            | School Counselors   | Director of School Counseling<br>District Supervisors<br>Principal<br>Assistant Principal<br>Classroom Teachers | As needed                       |
| Failure lists and notifications  | Identified students in grades 7-8 | School Counselors<br>Classroom Teachers   | Principal<br>Assistant Principal  | Ongoing                         |
| Summer School Information  | Identified students in grades 7-8 | School Counselors   | Director of School Counseling<br>Summer School Packets  | June                            |
| 504 Accommodations Plan Meetings   | Identified Students in grades 7-8 | Classroom Teacher<br>School Counselors<br>Principal<br>School Psychologist                      | Nurse<br>School Social Worker<br>School Psychologist  | Ongoing                         |

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

**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:**

| <b>Activity</b>  | <b>Target Group</b>               | <b>Staff Assigned</b>   | <b>Other Resources</b>   | <b>Date(s) of Activity</b> |
|--|-----------------------------------|---|--|----------------------------|
| Behavioral Intervention  | Identified students in grades 7-8 | Classroom Teacher<br>School Counselor<br>Psychologist<br>Social Worker<br>Behavioral Consultant | Family Service League<br>Principal<br>Assistant Principal  | As needed                  |
| Counselor/Student meetings   | Referred students in grades 7-8   | School Counselors<br>Psychologists<br>Social Worker   | Principal<br>Assistant Principal<br>Director of School Counseling<br>Referring Teacher                                 | As needed                  |
| Teacher/Counselor meetings   | Identified students in grades 7-8 | School Counselors<br>Psychologists<br>Social Worker<br>Classroom Teacher                        | Principal<br>Assistant Principal<br>Director of School Counseling  | As needed                  |
| Individual Meetings  | Identified students in grades 7-8 | School Counselors<br>Psychologists<br>Social Worker<br>Teacher Mentors                          | Principal<br>Assistant Principal<br>Director of School Counseling<br>Referring Teacher                                 | As needed                  |
| Counselor/Parent/Teacher meetings  | Identified students in grades 7-8 | School Counselors<br>Psychologists<br>Social Worker<br>Classroom Teacher                        | Principal<br>Assistant Principal<br>Director of School Counseling  | As needed                  |
| Referral to Instructional Support Team (IST)/ Response to Intervention (RTI) | Identified students in grades 7-8 | School Counselors<br>Classroom Teacher  | Principal<br>Assistant Principal<br>Psychologists<br>Social Worker<br>Family Service League                            | As needed                  |
| Referrals to Outside Programs  | Identified students in grades 7-8 | School Counselor<br>Social Worker<br>Psychologist   | Principal<br>Assistant Principal<br>Psychologists<br>Social Worker<br>Family Service League<br>Huntington Youth Bureau | 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:**

| <b>Activity</b>                                      | <b>Target Group</b>    | <b>Staff Assigned</b>                     | <b>Other Resources</b>  | <b>Date(s) of Activity</b> |
|--|------------------------|---|---|----------------------------|
| Advisory Restorative Circles                         | Students in grades 7-8 | Classroom Teachers                        | Principal   | Monthly                    |
| ELL Support Groups                                   | Students in grades 7-8 | School Counselors<br>School Psychologists | Social Worker<br>Director of School Counseling<br>Director of World Languages                           | Ongoing                    |
| Educational Related Support Services (ERSS)          | Students in grades 7-8 | Psychologist<br>Social Worker             | Mental Health Team  | Ongoing                    |
| Friendship Club                                      | Students in grades 7-8 | Psychologist<br>Speech Therapist          | Social Worker<br>School Counselors  | Weekly                     |
| Individual/Group Counseling                          | Students in grades 7-8 | Psychologist<br>Social Worker             | Director of School Counseling<br>CAST<br>Project Excel<br>Family Service League<br>Huntington Sanctuary | Ongoing                    |
| Mindfulness Announcements                            | Students in grades 7-8 | School Psychologists                      | Principal   | Daily                      |
| No Place for Hate                                    | Students in grades 7-8 | Action Committee                          | Principal   | Ongoing                    |
| Positive, Behavioral, Intervention & Supports (PBIS) | Students in grades 7-8 | PBIS Committee                            | Principal   | Ongoing                    |
| Therapy Dogs   | Students in grades 7-8 | School Psychologists<br>Librarian         | Principal<br>Social Worker  | Ongoing                    |
| Re-integration/New Entrant Meetings                  | Students in grades 7-8 | School Counselors                         | Director of School Counseling<br>Principal<br>School Psychologists<br>Social Worker                     | Ongoing                    |
| Restorative Justice                                  | Students in grades 7-8 | Mental Health Team                        | Principal<br>Assistant Principal<br>Dean<br>Teachers  | 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 participating 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 school counselors, administration, and staff

**E. Program Description:**

| <b>Activity</b>  | <b>Target Group</b>                               | <b>Staff Assigned</b>   | <b>Other Resources</b>   | <b>Date(s) of Activity</b> |
|--|---|---|--|----------------------------|
| Pre-registration meetings  | Students in grades 7-8                            | School Counselors   | Director of School Counseling<br>Classroom Teachers                  | Fall/Winter                |
| Admin/Parent/Counselor meetings                                    | Students in grades 7-8                            | School Counselors   | Director of School Counseling<br>Classroom Teachers                  | Ongoing                    |
| 6 <sup>th</sup> Grade Parent Night                                 | Rising 7 <sup>th</sup> grade students and parents | Principal<br>Assistant Principal<br>School Counselors<br>Select Faculty Members | Director of School Counseling  | January                    |
| Meet the Teacher Night   | Students and parents in grades 7-8                | Classroom Teachers<br>School Counselors   | Principal Assistant<br>Principal<br>Psychologist<br>Social Worker    | Fall                       |
| Parent Engagement/ENL highlighting various areas of the curriculum | Parents of students in grades 7-8                 | Principal<br>Assistant Principal  | School Counselors<br>Faculty Members                                 | Twice a year               |
| Progress reports and report cards published on the parent portal   | Students in grades 7-8                            | Classroom Teachers<br>Specialty Teachers<br>Director of School Counseling       | Principal Assistant<br>Principal<br>E-school                         | Quarterly                  |
| Counseling Department’s Advisory Meetings                          | Students and parents in grades 7-8                | Director of School Counseling<br>School Counselors                              | Principal<br>Department Supervisors<br>Classroom Teachers<br>Parents | Fall/Spring                |
| Information regarding course placement                             | Students in grades 7-8                            | Classroom Teachers<br>Department Chairs<br>School Counselors                    | Director of School Counseling<br>Letters mailed home                 | Spring                     |
| Team Meetings  | Students in grades 7-8                            | Classroom Teachers<br>School Counselors   | Principal Assistant<br>Principal                                     | Ongoing                    |
| Counselor Evening Hours  | Students and parents in grades 7-8                | School Counselors   | Director of School Counseling  | Ongoing                    |
| Parent Teachers Student Conferences and Meetings (PTSA)            | Students in grades 7-8                            | Principal<br>Assistant Principal  | Director of School Counseling<br>Parents                             | Ongoing                    |

| <b>Activity</b>   | <b>Target Group</b>                | <b>Staff Assigned</b>  | <b>Other Resources</b>  | <b>Date(s) of Activity</b> |
|---|------------------------------------|--|---|----------------------------|
| Parent Square   | Parents in grades 7-8              | Principal<br>Director of School Counseling   | Assistant Principal   | Ongoing                    |
| Shared Decision-Making Meetings                                 | Students in grades 7-8             | Principal<br>Assistant Principal   | Select Faculty Members  | Ongoing                    |
| Course selection notification process                           | Students in grades 7-8             | Department Chairs<br>Classroom Teachers<br>School Counselors   | Principal Assistant<br>Principal<br>Director of School Counseling                           | Spring/Fall                |
| Student and parent eschool portal and mobile application access | Students and parents in grades 7-8 | Chief Information Officer<br>Assistant Principals<br>Director of School Counseling                               | Secretarial Staff<br>School Counselors  | Ongoing                    |
| Committee on Special Education (CSE) Meetings                   | Students and parents in grades 7-8 | School Counselors<br>Classroom Teachers<br>School Psychologist<br>Special Education Chairperson<br>Social Worker | Director of Special Education and Student Support Services<br>Director of School Counseling | Ongoing                    |