

CONNETQUOT CENTRAL SCHOOL DISTRICT



JOHN PEARL ELEMENTARY SCHOOL K-5 GUIDANCE PLAN

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Introduction

One of the primary goals of the Connetquot School District is:

To prepare all students to succeed responsibly in post-secondary education and/or the workplace.

To achieve its goal, the District is committed to ongoing efforts aimed at setting and maintaining high expectations for all students and building the capacity for all students to succeed. This is done within a systemic K-12 framework which acknowledges the academic, physical, and social development of pupils in distinct stages over time and the satisfaction of local, state, and national learning standards.

Of critical importance to the District's comprehensive effort is the role of its counseling and related services components for students, parents, and teachers. The explanation and coordination of these responsibilities K-5, are articulated in this School Counseling Plan. It is intended to assist educational stakeholders in assuring the academic and social success of all pupils.

Commissioner's Regulations 100.2

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.**

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 twelve 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 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) 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 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.

ASCA Mindset & Behavior Standards

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

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 postsecondary programs.

Counseling Department Mission Statement

The mission of the Connetquot Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the Connetquot school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

Counseling Department Vision Statement

It is the vision that students graduating from Connetquot High School will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

Counseling Department Goals

The Connetquot School District counseling personnel fully support the district's goal:

To prepare students to succeed responsibly in post-secondary education and/or the workplace.

To do so, the Counseling Department will seek to:

- Assure school success for all students as per the outcomes of all counseling efforts
- Provide timely and effective communication with students, parents, and teachers on all matters germane to its responsibility
- Continuously educate the students and community as to the expectations of the Connetquot School District's experience including graduation requirements, assessments, and the breadth of opportunities created by school programming
- Provide and support career and college education awareness and planning at all levels
- Coordinate counseling, consulting, and related services efforts of all support components within the School District

Overview of Document Design

The following goals show the breadth and depth of the formalized Counseling Department activities and initiatives currently being practice in the school district. It is with these goals in mind, that guidance activities are created and initiated.

- To increase **COMMUNICATION** with parents
- To promote clearer understanding of **SCHOOL ENVIRONMENT**
- To promote understanding of **EDUCATIONAL REQUIREMENTS**
- To promote **SCHOOL SUCCESS SKILLS**
- To provide **CAREER/EDUCATION** awareness and planning
- To promote **SOCIAL/PERSONAL** development
- To increase **COMMUNITY INVOLVEMENT**
- To provide **COORDINATION OF SERVICES**
- To provide **CONSULTATION SERVICES**
- To provide **COUNSELING SERVICES**

Counseling services are an essential aspect of the educational experience for all children. It is through the counseling program and relationship with their counselor that students are helped to interpret and integrate the world in which they live.

Counseling Department Accountability System

To achieve the best results for students, Connetquot school counselors will regularly evaluate their program to determine its effectiveness. Connetquot school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through Data Analysis, Program Results, and Evaluation and Improvement.

Data Analysis – Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The use of data provides factual information that reinforces current practices and procedures used by school counselors and student support staff in planning and delivering learning support programs for all students.

Connetquot Public Schools

Guidance Plan

Grades K-5

The K-5 Guidance Plan is committed to meeting the guidance regulations established by New York State, as well as the National Standards for School Counseling Programs. This Plan is designed to assist students in preparing to participate effectively in their current and future educational programs. It is focused on addressing students' attendance, academic, behavioral or adjustment problems, and encourages parental involvement.

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

B. Target Population: Grades K-5

C. Expected Outcome(s):

1. Students will demonstrate continuous academic achievement as they progress through elementary school.
2. Grade accomplishments will improve as students progress through the grades.
3. Students receiving systematic remedial instruction will make satisfactory progress in these areas.
4. Students will become aware of academic and behavioral expectations as they progress to the next grade.
5. 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 the format of tri-annual report card.
2. Satisfactory progress of pupils receiving systematic remedial instruction will be evaluated through State assessments and teacher evaluation.
3. Students will experience a positive transition to the next grade based on faculty and administrative assessment.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned	Additional Staff/Resources	Date of Activity
1. Kindergarten Screening – Dial 4	Incoming Kindergarten Students	Classroom Teacher, Speech/Language Teacher, Reading Specialist, Psychologist, Nurse	Principal, AIS, Special Education Teacher, YFS Coordinator	May/June
2. State Assessments	Students Grades 3-5	Classroom Teacher	Principal	Spring
3. Systematic Reading Testing	All Students	Classroom Teacher, Reading Teacher	Psychologist, Principal, CSE, AIS	Ongoing
4. Instructional Support Team Meeting for placement in AIS	Students Requiring AIS	Classroom Teacher, Reading Teacher, Psychologist, Speech/Language Pathologist	Principal, Nurse, YFS Coordinator, AIS	Ongoing
5. CSE/504 Annual Review Meeting – meeting to provide feedback and progress updates to help determine the appropriateness of each student’s IEP or 504 Plan.	Special Needs Students	School Counselor, YFS Coordinator, Psychologist, Special Education Teacher, General Education Teacher, Nurse	Report card, testing results, IEP or 504 Plan, teacher feedback, goals for next year	Annual Review – Spring 504 – Every three years or as needed

6. Individual Counseling	Students of Concern	YFS Coordinator, Psychologist	Teacher, Nurse, Parent, Principal	As Needed
7. Group Counseling	Identified Students	YFS Coordinator, Psychologist	Teacher, Nurse, Parent, Principal	As Needed
8. Building Activities –focus on social and emotional learning and character education initiatives	All Students	All Faculty Members		Ongoing
9. Bus Intervention/Safety Program	All Students	Principal, YFS Coordinator, Classroom Teacher	Peaceful Bus Program, Director of Transportation	Ongoing
10. CAPS (Child Abuse Prevention Services), Caring Kids Program, – a bullying and anti-violence program	Students Grades K-1	YFS Coordinator	CAPS Curriculum	Ongoing
11. United We Stand for A Drug-Free Community – School-wide drug and violence prevention activities	All Students	All Faculty Members		October
12. The Buddy Bench-promotes student interaction, social awareness, and empathy for others	All Students	YFS Coordinator, Psychologist, School Monitor	Classroom Teacher	Fall and Spring
13. Cultural Arts Programs and Activities – special programs provided throughout the year for students often pertaining to social and emotional well being	All Students	Principal, YFS Coordinator, Psychologist, Parent Members (PTA)	Outside Presenters	Ongoing

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

B. Target Population: Grades K-5 pupils exhibiting attendance problems.

C. Expected Outcome(s):

1. Students will begin to attend regularly as a result of attendance services 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 or Sub Group	Staff Assigned	Other Resources	Date of Activity
1. Student attendance reporting	All Students	Classroom Teacher	Attendance Personnel, eSchool Management System, Attendance Specialist/PPS, Attendance Policy 5100	Daily
2. Attendance phone calls to parents	Absent Students	Automated Calls Home	Classroom Teacher, Principal, YFS Coordinator, School Messenger	Daily
3. Written communication to parent/guardian regarding excessive absences	Students with Excessive Absences	Principal, Assistant Principal, Classroom Teacher	Pupil Personnel Staff	As Needed
4. Parent Conferences	Students with Excessive Absences	Principal, Assistant Principal, Classroom Teacher	Pupil Personnel Staff, Classroom Teacher	As Needed

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

B. Target Population: Grades K-5

C. Expected Outcome(s):

1. Students will improve classroom work and homework.
2. Students' report card grades will improve.

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 card.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Parent/Teacher Conference	Students identified as struggling educationally	Classroom Teacher	Principal, Special Area Learning Specialist, Psychologist, AIS, IST, CSE, YFS Coordinator	As Needed
2. Instructional Support Team Meeting	Students experiencing major challenges in the classroom environment or on state mandated exams	Principal, Psychologist, Classroom Teacher, Special Area Learning Specialist	Resource Room Teacher, AIS, IST, CSE	As Needed
3. Pupil/Teacher Conference	Students exhibiting academic concerns	Classroom Teacher	Principal, CSE, AIS, IST	As Needed
4. Pupil/YFS Coordinator Conference	Students exhibiting academic concerns Grades K-5	YFS Coordinator	Psychologist, Principal	As Needed
5. Referral to Committee on Special Education (CSE)	Referred Students	Classroom Teacher, Mental Health Staff	Principal, Psychologist, Learning Specialist, YFS Coordinator, Parent, AIS, IST, CSE	As Needed
6. AIS Support Services	Identified Students	Psychologist, Classroom Teacher, Building Administrator	IST, report card, standardized test results	As Needed

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

B. Target Population: Grades K-5

C. Expected Outcome(s):

1. Improved student behavior.
2. 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 and improved academic performance.
3. Improved peer relationships will be noted by the classroom teacher, YFS Coordinator and/or Psychologist

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Classroom instruction regarding appropriate school behavior	All Students	Classroom Teacher	Principal, YFS Coordinator, Psychologist	As Needed
2. Teacher/Pupil Conference	Students exhibiting behavioral or adjustment problems	Classroom Teacher	Principal, YFS Coordinator, Psychologist	As Needed
3. Teacher/Parent/Principal Conference	Students exhibiting behavioral or adjustment problems	Classroom Teacher/Principal	Principal, YFS Coordinator, Psychologist	As Needed
4. Instructional Support Team (IST) Referral	Students exhibiting behavioral or adjustment problems	Principal, Classroom Teacher, Psychologist	YFS Coordinator, Resource Room Teacher, Nurse	As Needed
5. Referral to Outside Agencies	Students exhibiting behavioral/adjustment problems	Principal, YFS Coordinator, Psychologist	Psychologist, Nurse	As Needed
6. Peer Mediation	Students exhibiting behavioral problems	Classroom Teacher	YFS Coordinator, Classroom Teacher	As Needed
7. Dignity for Infinity	Students exhibiting behavioral problems	YFS Coordinator, Classroom Teachers	Principal, DASA Coordinators, Psychologist	As Needed

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

B. Target Population: Grades K-5

C. Expected Outcome(s):

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

D. Annual Assessment:

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

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Instruction regarding personal safety – fire safety, stranger/ danger, bike safety, road safety, pool safety	All Students	Classroom Teacher, Physical Education Teacher	YFS Coordinator, HealthSmart Curriculum, appropriate program materials	Ongoing
2. Parent notification in the event of potential risk to child's safety	Parent	Principal, YFS Coordinator, Psychologist, Nurse	Outside Agencies	As Needed
3. Counseling	Identified Students	YFS Coordinator, Psychologist	Outside agencies	As Needed
4. Referral to outside agencies	Identified Students	YFS Coordinator, Psychologist	YFS Coordinator, Psychologist, Classroom Teacher, Nurse	As Needed
5. Health Curriculum	All Students	YFS Coordinator	HealthSmart Curriculum	Weekly

A. Program Objective: To encourage parental involvement.

B. Target Population: Grades K-5

C. Expected Outcome(s):

1. Parental awareness and support of educational programs and goals established for their children.
2. A satisfactory level of parent initiated contact with teachers and other school personnel.
3. A clear understanding by parents of school services and programs provided for the well-being and personal development of their children.
4. Parent volunteers will assist in the classroom and on field trips.
5. Parents will attend "Back-To-School Night" and other planned activities regarding the curriculum.
6. Parents will demonstrate willingness to serve on school advisory committees.

D. Annual Assessment:

1. Parental awareness and support of educational programs and goals will be assessed by parental feedback.
2. Parent initiated contact will be assessed by teacher and administrative observation.
3. Parental understanding of school services and programs will be assessed by parental feedback.

E. Program Description:

Activity	Target or Sub Group	Staff Assigned and Time	Other Resources	Dates of Activity
1. Parent Workshops highlighting various areas of the curriculum	Parents	Classroom Teachers, Specialty Teachers	Principal, Chairpersons, Faculty	Ongoing
2. Pre-K Story Hour	Pre-K Parents	YFS Coordinator, Psychologist, Nurse	Special Area Teachers	May - June
3. School/Parent Communication	Parents	Principal, All Faculty	Nurse, Pupil Personnel Staff, Website, Parent Portal, Virtual Backpack, Report Cards, Newsletter, informal communication	Ongoing
4. Site-Based-Management Team (SBMT) Meetings	Parents	Principal, Select Faculty, SBMT	Administration, Faculty, Staff	Ongoing
5. Parent/Teacher Conferences	Parents	Classroom Teacher	Principal, Psychologist, YFS Coordinator	Tri-Annually
6. Kindergarten Orientation, Visitation Day K-5 and "Back-to-School Night"	Parents	Principal, Classroom Teacher, YFS Coordinator, Psychologist, Nurse	Handouts and other pertinent resources	May/August/September
7. Book Fair	Parents	Principal, Select Faculty Members	PTA	Annually
8. Family Nights – Volleyball, Basketball	Parents	Principal, Select Faculty Members	PTA	Annually

9. 6 th Grade Parent Orientation	Parents	Principal, Assistant Principal - School Counselor	YFS Coordinator	April
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