WEST BABYLON UNION FREE SCHOOL DISTRICT

DISTRICT COMPREHENSIVE DEVELOPMENT COUNSELING PROGRAM

K-12

2019-2020
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I would like to give special thanks to Linda Karman for the individual assistance she provided to myself and the entire West Babylon team. I would also like to thank the West Babylon Central Administration Team, guidance department district wide and building administrators for their continuous collaboration, input, encouragement, and review.

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Director of Guidance, K-12

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American School Counselors Association (ASCA)
New York State School Counselors Association (NYSSCA)
New York State Association for College Admissions Counselors (NYSACAC)
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Introduction

West Babylon District Vision:

We dedicate the resources of our school system to develop the capacity of our students to take personal responsibility for their learning and well-being in order that they may become productive members of society. Trustee, employee, parent and student cooperation is vital to these efforts. Thus, we encourage respectful dialogue among all those concerned. We promote high academic achievement for all students. We commit our energies to enable students to understand and appreciate the Constitution of the United States, the Bill of Rights and the civic virtues necessary to sustain a democracy. We promote among students respect for oneself and for others, a sense of personal integrity and commitment to community service, as well as a sense of fairness and honesty. We provide protective care for our students in response to their needs for security, support and encouragement.

West Babylon District Mission

We, the West Babylon School Community, declare our commitment to provide educational experiences of quality which enable all students to learn, share, lead and compete in the global community. Our commitment is to provide a school system dedicated to the proposition that all students will become lifelong learners who take pride in their work and in their service to others. We therefore endeavor to continually improve the quality of our work.

West Babylon’s Guidance Plan: to ensure equal access for every learner to be supported for present and future success. The West Babylon counselors work collaboratively and are committed to have all students’ needs be addressed on a personal/social emotional, academic, and career driven achievement so they can reach their maximum potential. This guidance plan will be continuously reviewed with our advisory committee. A major goal is to continue to build on the foundation of our developmental school counseling program.

The West Babylon School Counseling vision:

The West Babylon Counseling Department will empower students to reach their maximum potential by using a comprehensive program that addresses their academic, personal/social, and career goals via current up to date activities. We will promote an environment to embrace students growth potential, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship.
The West Babylon School Counseling Mission:

We, the School Counselors of the West Babylon School District, declare our commitment to provide educational experiences of quality which enable all students to learn, share, lead and compete in the 21st century. Our mission is to create a school climate where students feel a sense of connectedness to become academically prepared, college/career ready, with a strong emphasis on social/emotional awareness to be successful independent lifelong learners.

According to Commissioner’s Regulations 100.2

j. Guidance programs

  1. Public Schools. Each school district should have a guidance program for all students.

i. 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.

ii. In grades 7-12, the guidance program shall include the following activities or services:

   a. 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;

   b. 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;

   c. 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

   d. The services of personnel certified or licensed as school counselors.
iii. 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.

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

**Student Competencies**

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

**Standard A:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**A:A1 Improve Academic Self-concept**
- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

**A:A2 Acquire Skills for Improving Learning**
- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

**A:A3 Achieve School Success**
- A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
A:A3.3 Cooperatively with other students
A:A3.4 Develop a broad range of interests and abilities
A:A3.5 Demonstrate dependability, productivity, and initiative
A:A3.6 Share knowledge

STANDARD B: Students will complete school with the academic preparation
essential to choose from a wide range of substantial postsecondary options,
including college.

A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical thinking skills
A:B1.3 Apply study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal
A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high
school
A:B2.2 Develop an initial four-year plan
A:B2.3 Update and modify the four-year plan
A:B2.4 Use assessment results in educational planning
A:B2.5 Develop and implement annual plan of study to maximize academic ability and
A:B2.6 Apply knowledge of aptitudes and interests to goal setting
A:B2.7 Use problem-solving and decision-making skills to assess progress toward
educational goals
A:B2.8 Understand the relationship between classroom performance and success in
school
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude,
and abilities

STANDARD C: Students will understand the relationship of academics to the world
of work, and to life at home and in the community

A:C1 Relate School to Life Experiences
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities,
leisure time, and family life
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to
seeking, obtaining, and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from
student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

**STANDARD A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**C:A1 Develop Career Awareness**
C:A1.1 Develop skills to locate, evaluate, and interpret career information
C:A1.2 Learn about the variety of traditional and non-traditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
C:A1.4 Learn how to interact and work cooperatively in teams
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.6 Learn how to write a resume
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
C:A2.9 Utilize time and task-management skills

**STANDARD B:** Students will employ strategies to achieve future career goals with success and satisfaction.

**C:B1 Acquire Career Information**
C:B1.1 Apply decision making skills to career planning, course selection, and career transition
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn to use the internet to access career planning information

**C:B2 Identify Career Goals**
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.3 Select course work that is related to career interests
C:B2.4 Maintain a career planning portfolio

**STANDARD C:** Students will understand the relationship between personal qualities, education, training, and the world of work.

**C:C1. Acquire Knowledge to Achieve Career Goals**
C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests which influence career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5 Describe the effect of work on lifestyle
C:C1.6 Understand the importance of equity and access in career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
C:C2.3 Learn to work cooperatively with others as a team member
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

**STANDARD A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**PS:A1 Acquire Self-Knowledge**
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goals setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights, and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communication skills
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

**STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals.**

**PS:B1 Self-Knowledge Application**
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

**STANDARD C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**
PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of 21 rights of the individual
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8 Learn how to cope with peer pressure
PS:C1.9 Learn techniques for managing stress and conflict
PS:C1.10 Learn coping skills for managing life events

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.

M 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Self-confidence in ability to succeed
M 3. Sense of belonging in the school environment
M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 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

B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-SMS 1. Demonstrate ability to assume responsibility
B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity
B-SMS 2. Demonstrate self-discipline and self-control
B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills
B-SMS 3. Demonstrate ability to work independently
B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self direction to learning
B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards
B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
B-SS 5. Demonstrate ethical decision making and social responsibility
B-LS 6. Set high standards of quality
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework
B-SMS 8. Demonstrate the ability to balance school, home and community activities
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
B-SMS 9. Demonstrate personal safety skills
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Learning Standards for Career Development and Occupational Studies CDOS:

**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.
SEL Competencies obtained through CASEL-


Core Social Emotional Competencies

- **Self-Awareness** - involves understanding one’s emotions, personal goals, and values. This includes accurately assessing one’s strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

- **Competence Self** - in the self-management domain requires skills and attitudes management that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.

- **Social Awareness** - Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

- **Relationship Skills** - Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.

- **Responsible Decision** - Making Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

**Self Awareness**

Students will develop self-awareness by:

- Developing self respect and a positive self image.
- Knowing their boundaries, motivations and intentions.
- Identifying their own strengths and weaknesses.
- Developing methods to be successful including understanding their own learning styles.
Self Management
Students will develop self management by:

- Learning to set clear goals.
- Learning to self reflect and self evaluate.
- Demonstrating self control.
- Learning time management and prioritization.
- Learning to regulate their emotions and reduce stress.

Social Awareness
Students will learn to be socially aware by:

- Demonstrating empathy, sensitivity, patience, compassion and consideration.
- Learning the importance of personal space.
- Understanding the role of socioeconomic status in people's lives.
- Demonstrating generosity, flexibility, tolerance, fairness and reliability.
- Demonstrating proper etiquette in different situations.

Relationship Skills
Students will develop relationship skills by:

- Developing speaking and listening skills.
- Demonstrating respect for others.
- Developing trust, honesty, and encouragement in interactions with others.

Responsible Decision-Making
Students will be able to make responsible decisions by:

- Determining the pros and cons while thinking about consequences.
- Choosing peers wisely to avoid peer pressure and avoid uncomfortable situations.
- Learning to seek input and advice from others.
- Learning to consistently follow school rules and regulations.

SEL Goal 1: Develop self-awareness and self-management skills essential to success:
B. Recognize personal qualities and external supports.

1B.1a. Describe one’s likes, dislikes, needs, wants, strengths, challenges, and opinions.
1B.1b. Identify family, peer, school, and community strengths and supports.
1B.2a. Describe personal strengths/skills and interests that one wants to develop.
1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.
1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.
1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.
1B.4a. Set priorities that build on strengths and identify areas for improvement.
1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.
1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge.
1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one’s community.
1B.5c. Evaluate how developing interests and “giving back”/filling useful roles support school and life success.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1a. Describe why learning is important in helping students achieve personal goals.
1C.1b. Identify goals for personal behavior progress, achievement, or success.
1C.2a. Describe the steps in setting and working toward goal achievement.
1C.2b. Monitor progress on achieving a short-term personal goal.
1C.3a. Set a short-term goal and develop a plan for achieving it.
1C.3b. Analyze why one achieved or did not achieve a goal.
1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals.
1C.4b. Apply strategies to overcome obstacles to goal achievement.

1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.

1C.5b. Monitor progress toward achieving a goal and evaluate one’s performance against criteria.

**Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.**

**A. Recognize the feelings and perspectives of others.**

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b. Describe the expressed feelings and perspectives of others.

2A.3a. Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture.

2A.3b. Analyze how one’s behavior may affect others.

2A.4a. Analyze similarities and differences between one’s own and others’ perspectives.

2A.4b. Use communication skills to gain understanding of others’ feelings and perspectives.

2A.5a. Demonstrate how to express understanding of those who hold different opinions.

2A.5b. Demonstrate ways to express empathy for others.

**B. Recognize individual and group similarities and differences.**

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others.

2B.2a. Identify differences among, and contributions of various social and cultural groups.

2B.2b. Demonstrate how to interact positively with those who are different from oneself.

2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.

2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior
based on individual and group differences.

2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.
2B.4b. Demonstrate respect for individuals from different social and cultural groups.
2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
2B.5b. Evaluate how advocacy for the well-being and rights of others contributes to the common good.

C: Use communication and social skills to interact effectively with others.

2C.1a. Identify ways to work and play well with others.
2C.1b. Demonstrate adaptability and appropriate social behavior at school.
2C.2a. Describe approaches for making and keeping friends.
2C.2b. Analyze ways to work effectively in groups.
2C.3a. Analyze ways to establish positive relationships with others.
2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.
2C.4a. Evaluate the effects of requesting support from and providing support to others.
2C.4b. Evaluate one’s contribution in groups as a member and leader.
2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
2C.5b. Plan, implement, and evaluate one’s participation in a group project.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1a. Identify problems and conflicts commonly experienced by peers.
2D.1b. Identify approaches to resolving conflicts constructively.
2D.2a. Describe causes and consequences of conflicts.
2D.2b. Apply constructive approaches in resolving conflicts.
2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.
2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.
2D.4a. Analyze how active listening, “I” statements and other communication strategies help to resolve conflicts.
2D.4b. Analyze how conflict-resolution skills contribute to work within a group.

2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions.

2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

   3A.1a. Explain why acts that hurt others are wrong.
   3A.1b. Identify social norms and safety considerations that guide behavior.
   3A.2a. Demonstrate the ability to respect the rights of self and others.
   3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.
   3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
   3A.3b. Analyze the reasons for school and societal rules.
   3A.4a. Demonstrate personal responsibility in making ethical decisions.
   3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.
   3A.5a. Apply ethical reasoning to evaluate societal practices.
   3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.

B: Apply decision making skills to deal responsibly with daily academic and social situations.

   3B.1a. Identify a range of decisions that students make at school and at home.
   3B.1b. Make positive choices when interacting with classmates.
3B.2a. Identify and apply the steps of systematic decision making.
3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.
3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
3B.4a. Evaluate one’s personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions.
3B.4b. Apply decision making skills to establish responsible interpersonal and intergroup relationships, and work relationships.
3B.5a. Analyze how present decision-making affects college and career choices.
3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

C. Contribute to the well-being of one’s school and community.
3C.1a. Identify and perform roles that contribute to one’s classroom.
3C.1b. Identify and perform roles that contribute to one’s family.
3C.2a. Identify and perform roles that contribute to the school community.
3C.2b. Identify and perform roles that contribute to one’s local community.
3C.3a. Evaluate one’s participation in efforts to address an identified school need.
3C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.
3C.4a. Plan, implement, and evaluate one’s participation in activities and organizations that improve school culture and climate.
3C.4b. Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.
3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that
addresses an identified need in the broader community.

Monthly District Wide Initiative
The Growth Mindset/ Family Reflection/
Social and Emotional Learning Core Competencies K-12

<table>
<thead>
<tr>
<th>Month/ Mantra</th>
<th>Questions for Family Reflection Night</th>
<th>Social &amp; Emotional Learning Core Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>October: My Brain is Like a Muscle That Grows! Thurs, 10/18</td>
<td>1. Did you know that the brain’s ability to change and grow and make new connections is called neuroplasticity, or brain plasticity? What activity have you done recently that was hard for you? Did you know if you practice this activity, your brain will grow? (like a muscle!)</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>November: I am a Valued Member of This Learning Community Friday, 11/9</td>
<td>1. What do you have in common with your friends? Why is it important to have things in common with your friends? 2. What do you have in common with your family members? What do you do together that you love?</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>December: We Love a Challenge! Monday, 12/17</td>
<td>1. Discuss something you could do today, that you could not do in September. 2. Talk about something you want to be able to do by June.</td>
<td>Self-Awareness &amp; Responsible Decision Making</td>
</tr>
<tr>
<td>January: Feedback is a Gift - Accept it Tuesday, 1/29</td>
<td>1. Discuss a time that a teacher and/or coach corrected you. How did that make you feel? How was it helpful? 2. How do teachers/coaches give you feedback? Do they discuss it with you? Write it down? How do you prefer to get feedback from your teachers/coaches?</td>
<td>Relationship skills</td>
</tr>
<tr>
<td>February: A Goal Without a Plan is Just a Wish Wednesday, 2/27</td>
<td>1. Name someone famous who is really good at a skill (singing, math, etc) or sport. Discuss how much you think this person practices (which is</td>
<td>Self- Management &amp; Responsible Decision Making</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>March 3/21</td>
<td>Mistakes are Opportunities for Learning</td>
<td>1. What task was difficult for you (and you made a lot of mistakes along the way), but you figured it out? 2. Think of a game, sport, or activity you like to do with friends - what strategies do you use while playing? Do they always work?</td>
</tr>
<tr>
<td>April 4/18</td>
<td>There's a Difference Between Not Knowing and Not Knowing Yet!</td>
<td>1. What was a long-term project where you learned a lot and it was fun? What did you learn? Why was it enjoyable? 2. If you could decide how students are graded, what would you do? How can students prove what they’ve learned?</td>
</tr>
<tr>
<td>May 5/20</td>
<td>I Got This!</td>
<td>1. Did you ever talk yourself into something or talk yourself out of something? How can you use your “inner voice” to help you achieve your goals? 2. Tell of a time you taught someone a skill or helped someone understand a concept taught in class. How did it make you feel?</td>
</tr>
<tr>
<td>June 6/18</td>
<td>I Can’t Take Care of Others if I Don’t Take Care of Myself</td>
<td>1. Through all the Family Reflection Night questions, what did you learn about the growth mindset this year? How do you approach mistakes? 2. What do you plan to do this summer that you love? What will you make time for? What’s important to you?</td>
</tr>
<tr>
<td>July 7/24</td>
<td>A New Day is a New Opportunity to Grow</td>
<td>1. What new activity are you tackling? Or What new activity do you plan to try this summer? 2. Look up a video about Growth Mindset on youtube (there are cartoons, TED talks, etc). Discuss it with a family member.</td>
</tr>
</tbody>
</table>

Source: The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve Social & Emotional Learning Core Competencies:
1. Self-Management - Managing emotions and behaviors to achieve one’s goals
2. Self-Awareness - Recognizing one’s emotions and values as well as one’s strengths and challenges
3. Responsible Decision Making - Making ethical constructive choices about personal and social behavior
4. Relationship Skills - Forming positive relationships, working in teams, dealing effectively with conflict
5. Social Awareness - Showing understanding and empathy for others
Counselor Competencies and Ethics

The West Babylon school counselors will utilize the ASCA School Counselor Competencies and Standards for School Counselors (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

School Counselor Competencies
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

Ethical Standards
https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

Professional Development:

The West Babylon school counselors understand the need to get updated information in order to best assist students. Counselors will attend meetings, access listservs, review materials on relevant topics and get updated information as well as exchange ideas with counselors in order to stay relevant.

West Babylon School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the West Babylon’s school counseling program is organized, concrete, clearly delineated, and reflective of the school’s needs.

Program implementation - Each counseling department level in collaboration with the director of guidance, and building principals will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. Counselors will set up their schedules to allocate time to:

- deliver guidance lessons,
- provide individual and group student planning (with data analysis),
- provide responsive services (direct and indirect), and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in Delivery of Services to Students. The remaining time is spent for Foundation, Management & Accountability.
District Wide Response to Intervention (RTI)

American School Counselor Association (ASCA) Position (adopted 2008): Professional school counselors are stakeholders in the development and implementation of the Response to Intervention (RTI) process. Professional school counselors align with the RTI process through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

School counselor’s assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

• Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development
• Analyzing academic and behavioral data to identify struggling students
• Identifying and collaborating on research-based intervention strategies that are implemented by school staff
• Evaluating academic and behavioral progress after interventions
• Revising interventions as appropriate
• Referring to school and community services as appropriate
• Collaborating with administrators about RTI design and implementation
• Advocating for equitable education for all students and working to remove systemic barriers

Tier 1 Universal Core Instructional Interventions.

• All Students
• Preventive and Proactive
  1. Standards and Competencies (Foundation)
  2. Guidance Curriculum (Delivery System)
  3. Individual Student Planning (Delivery)
  4. Curriculum Action Plan (Management)
  5. Curriculum Results Report (Accountability)
Tier 2 Supplemental/Strategic Interventions

• Students at Some Risk
  1. Standards and Competencies (Foundation)
  2. Individual Student Planning (Delivery)
     • Small group appraisal
     • Small group advisement
  3. Responsive Services (Delivery)
     • Consultation
     • Individual counseling
     • Small group counseling
  4. Closing the Gap Action Plan (Management)
  5. Closing the Gap Results Report (Accountability)

Tier 3 Intensive, Individual Interventions

• Students at High Risk
  1. Standards and Competencies (Foundation)
  2. Responsive Services (Delivery)
     • Consultation
     • Individual counseling
     • Small group counseling
     • Referral to school or community services
  3. Closing the Gap Action Plan (Management)
  4. Closing the Gap Results Report (Accountability)
School Counseling Programs

The West Babylon School District recognizes that school counselor programs are essential to the well being of the students they serve. The guidance program is an integral part of the total instructional program for all students in all grade levels. Therefore, the guidance program will be embedded into the curriculum (for grades K-6) through classroom teachers, social workers, and all students will have access to a certified school counselor K-12 in order to assist students in making informed and responsible decisions in various aspects of their lives. In grades seven through twelve, students will be provided with direct guidance services and programs through certified New York State school counselors.

The objectives of the school counselling department are to assist students to develop skills so they can make positive decisions and become productive citizens. The school counseling program focuses on the specific needs and issues related to various stages of student development.

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

Overview of the New York State School Counseling Goals

The District School Counseling Plan sets forth a framework to meet the needs of every learner. Program goals will be developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans.

The school counseling program functions as a liaison capacity between administrators, teachers, parents, students and the community. The program goals are:

• To prepare students to be college and career ready
• To increase communication with parents
• To promote a clearer understanding of school environment
• To promote understanding of educational requirements
• To promote skills to achieve success in school
• To provide career and college awareness and planning
• To promote social/personal/emotional development
• To increase community involvement
• To provide counseling services for every learner
School Counseling programs for grades K-5

Goal 1: Prepare students to participate effectively in their current and future educational programs, and build positive interpersonal relationships.

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.

Goal 5: To address the social emotional needs of students and foster positive social interactions.

School Counseling programs for grades 6-8

Goal 1: Review each child’s educational progress and career plans annually and set goals.

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.

Goal 5: To address the social emotional needs of students and foster positive social interactions.

School Counseling programs for grades 9-12

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.
Goal 5: To address the social emotional needs of students and foster positive social interactions.

West Babylon School Counseling Department Delivery System

Direct Student Services
The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- **Classroom Activities:** school counselors present lessons in the classroom.
- **Group Activities:** school counselors conduct group activities outside of the classroom to address student’s particular needs
- **Curriculum:** The West Babylon School Counseling Department will develop a detailed curriculum. Each program level identifies desired results, assessment evidence, and a learning plan. The development of the curriculum is active and ongoing with annual updates recommended.

Individual Student Planning
Counselors monitor students’ progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in personal/social, academic, and career areas.
- **Case Management:** Monitor individual students’ progress.
- **Placement:** Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services
School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- **Referrals:** School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
• Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
• Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

• Teaming: School counselors participate in district wide and building committees.
• Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
• Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
• Annual update of school counseling plan is required so counselors have an up-to date Guidance Plan that meets and exceeds the state requirements.

Record Keeping:

• The School Counseling staff will actively review student’s schedules, credits, and transcripts to maintain the integrity of student records.
• Family Education Rights and Privacy Act of 1974 (FERPA) will be adhered to.
West Babylon Public Schools
School Counseling Plan
Grades K-5

The K-5 School Counseling Plan is committed to meeting the regulations established by New York State, as well as the National Standards for School Counseling Programs. The West Babylon K-5 plan is designed to assist students to participate in their current and future educational programs. It is focused on addressing students’ development of personal responsibility, social skills, attendance patterns, academic, behavioral or adjustment problems, and strongly encourages parental involvement. Programs do vary throughout the five elementary school buildings.

A. Program Objective: To enable students to participate effectively in their current and future educational programs, build positive interpersonal relationships, and set goals.

B. Target Population: Grades K-5

C. Expected Outcome(s):
   1. Students will maintain academic achievement levels that are age appropriate to their ability in all curricular areas as they progress through their elementary school.
   2. Grade accomplishments will improve as students promote through the grades and be able to set goals.
   3. Students will develop appropriate social and emotional skills that will enhance their ability to learn, with a focus on self awareness.

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

E. Program Description:
<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten screening &amp; Transition-Staff will utilize screening methods to categorize students by class.</td>
<td>Incoming Kindergarten students</td>
<td>1</td>
<td>Classroom Teacher Speech/Language Reading Teacher Principal Psychologist Special Education Teacher Specialist</td>
<td>A:B2 Universal ASCA B-LS7 B-LS9</td>
<td>Academic</td>
<td>May – June Ongoing</td>
</tr>
<tr>
<td>State Assessments</td>
<td>Grades 3-5</td>
<td>1</td>
<td>Classroom Teacher Principal</td>
<td>ASCA B-LS7 B-LS9</td>
<td>Academic</td>
<td>Spring</td>
</tr>
<tr>
<td>Universal Screening/ I Ready and quarterly assessments (Report Cards)</td>
<td>Grades K-5</td>
<td>1</td>
<td>Classroom Teacher Principal Psychologist I Ready Software Eschool</td>
<td>ASCA B-LS7 BLS8</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Instructional Support Team Meetings and RTI - data analyzed to make appropriate action plan to achieve grade level success</td>
<td>Students requiring RTI services in grades K-5</td>
<td>2</td>
<td>Instructional Support Team Classroom Teachers Reading Teachers Principal Pupil Personnel Staff</td>
<td>ASCA A:A1, A:A2, A:A3 A:B1 M2, M5, BLS 6 BSM5</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Community Read Aloud/ Community Helper Day/ Robotics Program</td>
<td>Grades K-4</td>
<td>1</td>
<td>Classroom Teacher Principal</td>
<td>ASCA B-SS9</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Individual Counseling</strong></td>
<td>Students of concern</td>
<td>2</td>
<td>Psychologist Social Worker Principal Teacher/Parent feedback</td>
<td>ASCA BIS7 M1-M6 SEL-1A.1.a 1B.1a 1b.2b 1c.1.a. 1c.2a 1.c.1.b.. 2c.1.a</td>
<td>Social</td>
<td>As needed</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Group Counseling</strong></td>
<td>Identified students</td>
<td>3</td>
<td>Psychologist Social Worker School Counselor</td>
<td>ASCA: BIS7 M1-M6 NYSSSEL-1A.1.a 1B.1a 1b.2b 1c.1.a. 1c.2a 1.c.1.b.. 2c.1.a</td>
<td>Social</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Building/PBIS (Positive Behavioral Intervention Support)</strong></td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Faculty members Psychologist Social Worker Security Monitors Aids</td>
<td>ASCA BSS9 NYSSSEL M1,M3 2C.1A 2C.1B</td>
<td>Social</td>
<td>Monthly</td>
</tr>
<tr>
<td><strong>Special programs</strong></td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Psychologist Classroom Teachers Director of Fine Arts</td>
<td>NYSSSEL-B-Is2</td>
<td>Social</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Emotional well-being of students</td>
<td>Grades K-5</td>
<td>1</td>
<td>Social Worker Aids Physical Education Teachers Principal</td>
<td>ASCA-M1 M3</td>
<td>Social</td>
<td>Ongoing</td>
</tr>
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</tr>
<tr>
<td>The Friendship Bench – promotes student interaction, social awareness, and empathy for others</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Psychologist Classroom Teachers Select Faculty Members</td>
<td>ASCA-M1 M5 B-SS8</td>
<td>Academic Social emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Leadership Programs Team/Student Council</td>
<td>Grades 4-5</td>
<td>1</td>
<td>Classroom Teachers Specialty Teachers Principal Psychologist Social Worker</td>
<td>NYSSB-3a.1.a. 3A.1b 3B.1a 3B.2a</td>
<td>Social</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Behavioral Management systems—all classrooms, variety of programs i.e. Dojo, behavior charts</td>
<td>Grades K-5</td>
<td>1</td>
<td>Physical Ed. Teachers School Aids Principal</td>
<td>NYSSB-2C.1a 2C.1.b 2C.2a 2C.2b</td>
<td>Social</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Peaceful Playground</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Students Elections</td>
<td>ASCA-M1 M5 B-SS8</td>
<td>Academic Social</td>
<td>Monthly</td>
</tr>
<tr>
<td>Student Council – Student representatives meet monthly to offer suggestions on improving school climate</td>
<td>Grades 3-6</td>
<td>1</td>
<td>Principal Psychologist Classroom Teachers School Counselor</td>
<td>NYSSB-A:B1, A:B2, A:A1 C:A2, PS:C1</td>
<td>Social SEL-Self awareness</td>
<td>Monthly</td>
</tr>
<tr>
<td>School counseling/Core instruction Mindfulness Curriculum SEL Standards i.e. self awareness modules/mental health curriculum</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Psychologist Classroom Teachers School Counselor</td>
<td>NYSSB-2C.2a.</td>
<td>Social</td>
<td>Monthly</td>
</tr>
<tr>
<td>Character Education/Recognition</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Psychologist Classroom Teachers</td>
<td>NYSSB-2C.2a.</td>
<td>Social</td>
<td>Monthly</td>
</tr>
</tbody>
</table>
Students are recognized and learn about positive character and good citizenship.

| No name calling week - Students will obtain knowledge of the effects of name calling. To create a safe environment conducive to learning. | Grades K-5 | 1 | Counselors Teachers Staff Administrators Report cards, Progress reports and discipline records | NYSSEL-2C1B 2c.2a | Social | January (1 week) |

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

**A. Target Population:** Grades 4-5

**B. Expected 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/college resources with success.
3. Students will be able to understand the relationship between personal qualities/values in relation to selecting a career.

**C. 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.

**D. Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
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<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Achievement Volunteers come in and guest speakers</td>
<td>Grades K-5</td>
<td>1</td>
<td>School Counselor Psychologist Teachers</td>
<td>CDOS-1 CDOS-2 CDOS-3A</td>
<td>Career</td>
<td>Spring</td>
</tr>
</tbody>
</table>

35
to discuss some of the logistics and academic preparation needed for specific careers and life skills ex. How to save money.

### Individual/group instruction on career exploration

| Grades | 1 | School Counselor Director of Guidance Community members Volunteers in various occupations. | CDOS-1 CDOS-2 CDOS-3A | Career | Winter/Spring |

### College awareness Day

- Counselor will plan a day and work with teachers to implement college lesson plan. Teachers share their college path experiences.
- <K-2 basic understanding of college. 3-4 basic details of up to 5 colleges>.

| Grades | 1 | College lesson plan School Counselors Teachers Director of Guidance | CDOS-1 CDOS-2 CDOS-3A | Career | January |

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

**B. Target Population:** Grades K-5

**C. Expected 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:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance reporting</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Social Worker Attendance Secretary Personnel E-schooler</td>
<td>ASCA: M3, M6, B-SMS 1, B-SS 9</td>
<td>Academic</td>
<td>Daily</td>
</tr>
<tr>
<td>Attendance phone calls to parents</td>
<td>Absent students</td>
<td>1</td>
<td>Attendance Secretary Nurse Principal Classroom teachers Social Worker</td>
<td>ASCA: M1, M3, M6, B-SS 3</td>
<td>Academic</td>
<td>Daily</td>
</tr>
<tr>
<td>Written communication to parent/guardian regarding excessive absences (over 10 days)</td>
<td>Students with excessive absences</td>
<td>2</td>
<td>Principal Pupil Personnel Staff</td>
<td>ASCA: M1, M3, M6, B-SS 3</td>
<td>Academic</td>
<td>As needed</td>
</tr>
<tr>
<td>Parent Conferences- To enhance communication face to face with families</td>
<td>Students with excessive absences</td>
<td>2</td>
<td>Principal Social Work Pupil Personnel Staff</td>
<td>ASCA: M1, M3, M6, B-SS 3, PS:B1, A:A2</td>
<td>Academic</td>
<td>As needed</td>
</tr>
<tr>
<td>Child Protective Services (CPS)</td>
<td>Students with excessive absences</td>
<td>3</td>
<td>Principal Social Worker Pupil Personnel Staff Mandated reporters</td>
<td>ASCA: M1, M3</td>
<td>Academic</td>
<td>As Needed</td>
</tr>
<tr>
<td>Home Visits/Contracts/Latenesses- Attendance officer visit home to address</td>
<td>Students with excessive absence</td>
<td>2/3</td>
<td>Principal Social Worker School Counselor Principal Social Worker Attendance Teacher</td>
<td>NYSEL- 2C.1a, 2C.1b, 2C.2a, 2C.2b</td>
<td>Social</td>
<td>As Needed</td>
</tr>
</tbody>
</table>
A. **Program Objective:** To assist 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 will set goals and show responsibility for completing assignments.
   3. 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 cards.
   3. Benchmark measurements of progress toward goals.

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences-to speak about what issues are and create a collaborative plan to improve grades.</td>
<td>Students identified as struggling educationally in grades K-5</td>
<td>1</td>
<td>Classroom teachers Reading Support Speech Teachers Principal Psychologist IST</td>
<td>ASCA: M1, M3, M6, B-SS 3</td>
<td>Academic Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td>Instructional Support Team Meetings/Response To Intervention - meetings to address and create plans for academic achievement, social emotional well being</td>
<td>Students experiencing major challenges in the classroom environment or as indicated on state mandated exams</td>
<td>3</td>
<td>Principal Psychologist Classroom Teachers Social Worker Reading Teacher Speech Teacher Math Teacher Resource Room Teacher IST</td>
<td>ASCA: M1, M3, B-SMS 6, B-SMS 7, B-SS 3</td>
<td>Academic Social Emotional</td>
<td>Weekly</td>
</tr>
</tbody>
</table>


| **Student Teacher Conferences** | Students exhibiting academic concerns | 1 | Classroom Teachers, Principals IST, CSE, RTI | ASCA: M1, M3, M5, M6 | Academic Social Emotional | As needed |
| **Student/Social Worker Conferences** | Students exhibiting academic concerns | 2/3 | Social Worker, Principal Psychologist | ASCA-B-LS 7, BLS-8, BLS9, NYSSEL 1b.2a, 1c.1a, 1c.2a | Academic Social Emotional | As needed |
| **Referrals- to the Committee of Special Education (CSE) for Evaluation** Establishing appropriate goals and support | Referred Students | 3 | Instructional Support Team, Parents Principal Psychologist Social Worker, RTI/CSE | ASCA-B-LS7, NYSSEL-1c.1a, 1c.2b | Academic Social Emotional | As needed |
| **RTI Support Services** Students who are identified through standardized test grades and teacher recommendations. | Identified students/cycle basis | 2 | Principal Psychologist Classroom and Reading Teachers IST, Report Cards, Standardized Test Scores, I ready | ASCA-M1 BLS-7 | Academic | Continuous Daily |
| **West Babylon High School National Honor Society- Tutoring program implemented for students who are at risk academically** | Identified students/cycle basis | 2 | Progress reports teacher recommendation teachers Counselors National Honor Society coordinator National Honor Society tutors | ASCA: M3, M5, M6, B-SS 2 | Academic | on going |

A. **Program Objective:** To assist students who exhibit behavioral or adjustment problems, and develop positive peer relationships.

B. **Target Population:** Grades K-5
C. Expected 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 and special area teacher.

E. Program Description:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
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<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction- to address appropriate school behavior</td>
<td>Grades K-5</td>
<td>1</td>
<td>Classroom Teachers Principal Pupil Personnel Staff</td>
<td>ASCA M1,M2, M3,M4, M5 M6 B-SS1, B-SS2, B-SS6, -SS-7 NYSSEL-2C.1b, 2C.2b</td>
<td>Social Emotional</td>
<td>Continuous</td>
</tr>
<tr>
<td>Assemblies/ Student Meetings- Various topics are addressed regarding behavior, anti-bullying, etc.</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Assistant Principal, Social Worker, Psychologist, Cultural Arts Programs</td>
<td>ASCA M1,M2, M3,M4, M5 M6 B-SS1, B-SS2, B-SS6, -SS-7 NYSSEL-2C.1b, 2C.2b</td>
<td>Social Emotional</td>
<td>on-going</td>
</tr>
<tr>
<td>Leadership Programs (ex. Student Council, Safety Patrol, Peer mediation, etc.)</td>
<td>Grades K-5</td>
<td>1</td>
<td>Classroom Teachers, School counselor, Curricular Club Advisors, Principal,</td>
<td>ASCA M1,M2, M3,M4, M5 M6 B-SS1, B-SS2, B-SS6, -SS-7 NYSSEL-2C.1b,</td>
<td>Social Emotional</td>
<td></td>
</tr>
<tr>
<td>Student/Teacher Conferences</td>
<td>Students exhibiting behavioral and/or adjustment problems grades K-5</td>
<td>1</td>
<td>Classroom Teachers Nurse Aide Principal Pupil Personnel Staff</td>
<td>ASCA M6 B-SMS 9 NYSSEL-3B.1a 3B.2a</td>
<td>Academic Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Teacher/Parent/Principal Conferences</td>
<td>Students exhibiting behavioral or adjustment problems in grades K-5</td>
<td>1</td>
<td>Principal Classroom Teachers Pupil Personnel Staff Student Behavior Screening</td>
<td>NYSSEL-1A.1a, 1A.2c. 1C.2a</td>
<td>Academic Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td>Instructional Support Team (IST)/School Based Inquiry Team (SBIT)/Response to Intervention (RTI)-collaborative efforts for stakeholders to create action plans for students who are displaying behavioral issues.</td>
<td>Students exhibiting behavioral and/or adjustment problems in grades K-5</td>
<td>2</td>
<td>Principal Social Worker Classroom Teachers Psychologist Resource Room Teacher Nurse</td>
<td>NYSSEL: 1B.2a, 1B.2b, 1C.2a, 2A.2b, 2A.2a, 2B.2a, 2B.2b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td>Individual/Group Counseling</td>
<td>Grades K-5</td>
<td>1</td>
<td>Psychologist School Counselor Social Worker Director of Guidance</td>
<td>NYSSEL: 1A. 2c, 1C.2a, 1C.2b, 2A.2b, 2A.2a, 2B.2a, 2B.2b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
</tbody>
</table>

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, 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:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
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<th>Tier</th>
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<th>Standard(ASCAMindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
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</tr>
</thead>
</table>
| Instruction regarding personal safety – fire safety, stranger-danger, bike safety, pool safety, internet etc. | Grades K-5                           | 1    | Classroom Teachers Physical Education Teachers Nurse Arts in Education Program Outside Presenters | ASCA: B-SMS9  
NYSSEL 3A.1a 3A.1b 3A.2a 3A.2b | Social Emotional | As needed |
<p>| Parent notification in the event there is potential risk to children’s safety | Parents of students in grades K-5 | 2    | Principal, PPS Staff Central Office Admin. Nurse Social Worker Psychologist | ASCA: M1, M3, M5, M6, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 6, B-SS 8, B-SS 9 | Social Emotional | As needed |
| Counseling-Individual/Group                 | Identified students in grades K-5 | 2/3  | Psychologist Social Worker Outside Agencies | ASCA: M1, M3, M5, M6, B-SMS 9 BSMS 8 BLS 7 | Social Emotional | As needed |
| Ambulance/EMT Visits/Fire Department        | Grades K-5                           | 1    | Principal Local Agencies Nurse | NYSSEL-2A.1a 3A.1b | Social Emotional | Annual |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Grades</th>
<th>Frequency</th>
<th>Teacher(s)</th>
<th>Standards</th>
<th>Format</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education Program</td>
<td>K-5</td>
<td>Ongoing</td>
<td>Health Education Teacher Classroom Teachers Nurse Mental health curriculum</td>
<td>NY Mental Health Standards NYSSEL: 3A.2a 3A.2b</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Fire Prevention Program</td>
<td>K-5</td>
<td>Annual</td>
<td>Classroom Teacher Principal</td>
<td>NYSSEL- 2A.1a 3A.1b</td>
<td>Social Emotional</td>
<td>Annual</td>
</tr>
<tr>
<td>Mandated Emergency Evacuation Drills (ex. fire, shelter, evacuation, lock down, etc.)</td>
<td>K-5</td>
<td>Annual</td>
<td>All Staff Security</td>
<td>NYSSEL-2A.1a 3A.1b</td>
<td>Social Emotional</td>
<td>12 Drills- 8 before December 31st.</td>
</tr>
<tr>
<td>Seucry Support/Electronic Safety Net-software that monitors students searches on the internet during school hours</td>
<td>K-12</td>
<td>On Going</td>
<td>I.T. services Director of operations Director of Guidance administrators securely support software</td>
<td>ASCA: M1, M3, M5, M6, B-SMS 9 BSMS 8 BLS 7</td>
<td>Social Emotional</td>
<td>On Going</td>
</tr>
</tbody>
</table>

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

B. **Target Population:** Grades K-5

C. **Expected 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 and at PTA-sponsored functions and events.
   4. Attendance at “Back-to-School Night”, Parent Workshops, and other planned activities.
   5. Parental involvement in school advisory and district-wide committees.

D. **Annual Assessment:**
   1. Parental awareness and support of programs and goals will be assessed by parental feedback.
### E. Program Description:

<table>
<thead>
<tr>
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<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher Evening- Teachers meet with families and will be highlighting various areas of the curriculum</td>
<td>Parents of students in grades K-5</td>
<td>1</td>
<td>Classroom Teachers Specialty Teachers Principal District Directors ELA Coordinator</td>
<td>ASCA: M1, M3, M5, M6</td>
<td>Academic Social Emotional</td>
<td>2 times a year</td>
</tr>
<tr>
<td>School/Parent communications, report cards, newsletters, and informal communications (home-school connection), Social media boards i.e. Twitter, Dojo, virtual backpack, School Messenger</td>
<td>Parents of students in grades K-5</td>
<td>1</td>
<td>Principal Nurse All faculty members Pupil Personnel staff Website Backpack mail Email Connect Ed Messages Social Media Sites</td>
<td>ASCA: M1, M3, M5, M6</td>
<td>Academic Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Shared Decision Making Committee- team of stakeholders that meet and analyze data and make decisions based on data</td>
<td>Parents of students in grades K-5</td>
<td>1</td>
<td>Principal Select faculty members Site-Based Management Team (SBMT) Administration Pupil Personnel Staff</td>
<td>ASCA: M1, M3, M5, M6</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Parent/Teacher Conferences</td>
<td>Parents of students in grades K-5</td>
<td>1</td>
<td>Classroom Teachers Principal Pupil Personnel Staff</td>
<td>ASCA: M1, M3, M5, M6</td>
<td>Academic Social Emotional</td>
<td>Bi-annual Ongoing</td>
</tr>
<tr>
<td>Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and</td>
<td>Parents of students in grades K-5</td>
<td>1</td>
<td>Principal Classroom Teachers Pupil Personnel Staff</td>
<td>ASCA-B-SS3</td>
<td>Social Emotional Academic Career</td>
<td>Spring/Fall</td>
</tr>
</tbody>
</table>
**Open Houses**
(Provide families with information regarding academic programming, enhance communication and promoting support)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Parents of students in grades K-5</td>
<td></td>
<td>Principal Parent Teachers Association (PTA)</td>
<td>ASCA-M1 M3</td>
<td>Social Emotional Academic Career</td>
<td>Varies by Building</td>
<td></td>
</tr>
</tbody>
</table>

**Program Objective:** To provide articulation between elementary to Junior High School to ease transition.

**Target Population:** Grade 5

**Expected Outcome(s):**
1. Fifth grade students will be able to transition effectively and efficiently into the Junior High School.
2. Students will be placed accurately and will be appropriately scheduled for seventh grade courses.
3. Students will transition into the Junior High School with a non-anxiety provoking experience.

**Annual Assessment:**
1. Counselor contacts with students will be assessed during individual and group meetings.
2. Teacher feedback will be assessed through guidance and administration feedback.
3. Student adjustment will be noted and observed by the classroom teachers.

### E. Program Description:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade orientation</td>
<td>All 5th grade students</td>
<td>1</td>
<td>Director of Guidance School Counselor Principal,</td>
<td>ASCA: M1, M2, M3</td>
<td>Academic Social Emotional</td>
<td>Spring</td>
</tr>
<tr>
<td>5th grade Meet &amp; Greet</td>
<td>Grade 5</td>
<td>1</td>
<td>Classroom Teachers School Counselor Principal Assistant Principal</td>
<td>ASCA: M1, M2, M3</td>
<td>Academic Social Emotional</td>
<td>May/June</td>
</tr>
<tr>
<td>Parent Presentations</td>
<td>Parents of incoming 6th graders</td>
<td>1</td>
<td>Classroom Teachers School Counselor Director of Guidance</td>
<td>ASCA: M1, M2, M3, BLS 6 NYSSEL-1C.2a</td>
<td>Academic Social Emotional</td>
<td>Spring</td>
</tr>
<tr>
<td>Parent Meetings</td>
<td>Parents of incoming 6th graders</td>
<td>1</td>
<td>Counselor Students Parent</td>
<td>ASCA: M1, M2, M3, NYSSEL-1b2b. 1b/3b</td>
<td>Academic Social Emotional</td>
<td></td>
</tr>
<tr>
<td>Transition Planning</td>
<td>Grades 6-7</td>
<td>1</td>
<td>Director of Guidance School Counselor Principal Assistant Principals</td>
<td>ASCA: M1, M2, M3, NYSSEL-1B2b. 1B.3b</td>
<td>Academic Social Emotional</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
### Course Request Confirmations

<table>
<thead>
<tr>
<th>Course request confirmations</th>
<th>Grades</th>
<th>Credit</th>
<th>Director of Guidance School Counselor Course Selection Sheets and Program Verification Forms</th>
<th>ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 8, B-SS 9</th>
<th>Academic Social Emotional</th>
<th>May</th>
</tr>
</thead>
</table>

### Welcoming Counseling Groups

<table>
<thead>
<tr>
<th>Welcoming Counseling Groups</th>
<th>Grades</th>
<th>Credit</th>
<th>School Counselor Principal Assistant Principal Director of Guidance</th>
<th>ASCA-M1, M2, M3, M4, M5, M6</th>
<th>Social Emotional</th>
<th>Sept. – Nov.</th>
</tr>
</thead>
</table>

**A. Program Objective:** To address the social emotional needs of students and foster positive social interactions by utilizing Social Emotional Learning Competencies (SEL).

**B. Target Population:** Grades K-5

**C. Expected Outcome(s):**

1. Students will understand the what the SEL competencies are.
2. Parents will be encouraged to have monthly family reflection nights.
3. Teachers and counselors will teach students SEL lessons.
4. Students will be recognized by their SEL mastery.

**D. Annual Assessment:**

1. Parent feedback during formal and informal meetings
2. Student feedback on sense of belonging.
3. Observations by the guidance counselors, administration, and staff
4. Student Eagle Awards
### E. Program Description:

<table>
<thead>
<tr>
<th>Activity /Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning for SEL lessons: meeting &amp; discussing lessons with counselor and teachers to go over curriculum</td>
<td>Grades K-5</td>
<td>1</td>
<td>Principal Assistant Principal Director of Guidance Teacher Counselor Top 20 Teens Lesson plans</td>
<td>NYSSEL-1c.1A 1C.2A 2.C.1a 2C.1b 2C.2b</td>
<td>Academic Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>SEL committee: meets monthly, trains staff, analyzes trends</td>
<td>Grades K-12</td>
<td>2</td>
<td>Principal Assistant Principal Faculty Members Counselors Director of Guidance</td>
<td>NYSSEL-1c.1A 1C.2A 2.C.1a 2C.1b 2C.2b</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Good Citizen Awards/character of the month assemblies</td>
<td>Grades 6-8</td>
<td>2</td>
<td>Director of Guidance School Counselors Teacher Referrals Award Nomination form Awards Display Positive Parent Phone call</td>
<td>NYSSEL-1c.1A 1C.2A 2.C.1a 2C.1b 2C.2b 1a.2c</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Monthly Family Reflection Night: Families encouraged to participate in SEL reflections</td>
<td>Grades K-5</td>
<td>1</td>
<td>Department Chairs Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance Parents</td>
<td>NYSSEL-1B,1B, 1b.2B</td>
<td>Social Emotional</td>
<td>Monthly</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Monday Morning Meeting-</th>
<th>Grades K-5</th>
<th>1</th>
<th>Department Chairs Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance</th>
<th>NYSSEL-1c.1A 1C.2A 2.C.1a. 2C.1b 2C.2b 1a.2c</th>
<th>Social Emotional</th>
<th>Monday's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Reflection Night sheet</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Individual Counseling</strong> by referral from meeting, and social emotional goals</td>
<td>Grades K-5</td>
<td>2</td>
<td>Counselors Social Workers Psychologist</td>
<td>NYSSEL-1c.1A 1C.2A 2.C.1a. 2C.1b 2C.2b 1a.2c</td>
<td>Social Emotional</td>
<td>On going</td>
</tr>
<tr>
<td>No name calling week/anti bullying/DASA training, red ribbon- events to ensure students safety and build connectedness.</td>
<td>Grades K-5</td>
<td>1</td>
<td>Department Chairs Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance</td>
<td>NYSSEL-1C.1.B 2b.1A 2b.1B 2b.2.A 2b.2B</td>
<td>Social Emotional</td>
<td>On going</td>
</tr>
</tbody>
</table>
West Babylon Junior High School
School Counseling Plan
Grades 6-8

The Junior High School counselors at West Babylon Junior High School understand that their role is to address the needs of middle school-aged children. The Junior High School Counseling Plan is intended to meet the New York State regulations by focusing on the three domains of academic, social emotional and college and career readiness.

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

B. Target Population: Grades 6-8

C. Expected Outcome(s):
   1. Students will be able to identify their academic abilities and achievement levels.
   2. Students will comprehend the relationship of academics to the world of employment 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:

<table>
<thead>
<tr>
<th>Activity/ Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reviews</td>
<td>Grades 6-8</td>
<td>1</td>
<td>School Counselors</td>
<td>NYSSEL: 1B.3b, 1C.3a, 3B.3a, ASCA: M2, M3, B-LS 7, B-LS 8, B-LS 9</td>
<td>Academic Career</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
monitor interventions that are appropriate for student progress.

<table>
<thead>
<tr>
<th>Individual student and parent conferences-</th>
<th>Grades 6-8</th>
<th>2</th>
<th>School Counselors, Director of Guidance Team, Teachers, Mental Health Team</th>
<th>NYSSEL: 2C.3a, 2C.3b, CDOS: 1, 2 ACSCA: M1, M3, B-SS 1, B-SS 2, B-SS 3, B-SS 9</th>
<th>Academic Career</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get students &amp; parents acclimated to the JHS procedures. Academic, social emotional, and career interests will be explored.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level Guidance Evening Events- i.e. Parent Teacher Conference and Parent workshops</th>
<th>Grades 6-8</th>
<th>1</th>
<th>Director of Guidance Principal, Assistant Principal</th>
<th>NYSSEL: 2C.3a, 2C.3b, CDOS: 1, 2 ACSCA: M1, M3, B-SS 1, B-SS 2, B-SS 3, B-SS 9</th>
<th>Academic Career</th>
<th>Fall/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get students &amp; parents acclimated to the JHS procedures. Academic, social emotional, and career interests will be explored.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Meetings- To collaborate with teachers and stakeholders to discuss social emotional &amp; academic concerns</th>
<th>Grades 6-8</th>
<th>1</th>
<th>School Counselors, Classroom Teachers, Specialty Teachers, Principal, Assistant Principal</th>
<th>NYSSEL: 2C.3a, 2C.3b, ACSCA: M1, M2, M3, B-LS 7, B-LS 9, B-SS 1, B-SS 2, B-SS 3, B-SS 9</th>
<th>Academic Social</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get students &amp; parents acclimated to the JHS procedures. Academic, social emotional, and career interests will be explored.</td>
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</tbody>
</table>

| Initiate supportive academic services-extra help- To get students who need support academically assistance | Students identified as failing/underachieving students | 2 | School Counselors, Teachers, Director of Guidance Teachers, Counselors, Assistant Principal | NYSSEL: 1B.3a, 2C.3a, 2C.3b, ACSCA: M2, M3, B-LS 3, B-LS 8, B-SMS 1, B-SMS 8, B-SS 1, B-SS 2, B-SS 3, B-SS 9 | Academic | Ongoing |

| CSE Referrals- To get students Tested who need more support than Tier 2 interventions | failing/underachieving students | 3 | School Counselors, Teachers, Director of Guidance Teachers | NYSSEL: 1B.3a, 2C.3a, 2C.3b, ACSCA: M1, B-LS 7, B-LS 9, B-SMS 6, | Academic Social | Ongoing |
**A. Program Objective:** To explore with students about various careers and assist them with developing career and college planning skills.

**B. Target Population:** Grades 6-8

**C. Expected 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/college resources with success.
3. Students will be able to understand the relationship between personal qualities/values in relation to selecting a career.

**A. 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.

**B. Program Description**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naviance— Career Exploration and Naviance Career inventory</td>
<td>Grades 7-8</td>
<td>1</td>
<td>School Counselors Family and Consumer Science Teacher Computer Classroom teacher</td>
<td>CDOS: 1, 2</td>
<td>Career</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Career/Interest inventory-</td>
<td>Grade 8</td>
<td>1</td>
<td>School Counselor Inventory worksheet Career Inventory Naviance</td>
<td>CDOS: 1, 2</td>
<td>Career</td>
<td>Fall</td>
</tr>
<tr>
<td>Individual Progress review Plan-counselor will meet with students to go over career goals/plan</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Career Day – Counselors coordinate for guest speakers to discuss some of the logistics and academic preparation needed for specific careers.</td>
<td>Grades 6-8</td>
<td>1</td>
<td>6th grade School Counselor, counselors Director of Guidance</td>
<td>CDOS: 1, 2</td>
<td>Career</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Individual/group instruction on career exploration - To expose students various Careers and the pathways to achieve them and create career goals.</td>
<td>Grades 6-8</td>
<td>1-3</td>
<td>School Counselors Home and Career Teacher Director of Guidance Direct Naviance Classroom Teachers FACHS</td>
<td>CDOS: 1, 2</td>
<td>Career</td>
<td>Winter/Spring</td>
</tr>
<tr>
<td>Alma Mater Day–Counselors will plan a day and work with teachers to</td>
<td>Grades 6-8</td>
<td>1</td>
<td>College lesson plan School Counselors Teachers Director of Guidance</td>
<td>CDOS: 1, 2</td>
<td>Career</td>
<td>January</td>
</tr>
</tbody>
</table>
A. **Program Objective:** To provide assistance to enable students to learn from the curriculum, as well as the following:
   - Develop and implement post-secondary education and career plans
   - Assist students with developing coping skills associated with SEL competencies.

B. **Target Population:** Grades 6-8

C. **Expected Outcome(s):**
   1. Students will be aware of the requirements for promotion to high school and 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.
   4. Students will learn to demonstrate appropriate coping strategies/decision making.

D. **Annual Assessment:**
   1. Counselor evaluation of student’s understanding
   2. Counselor record keeping
   3. Teacher/parent evaluation and feedback

E. **Program Description:**

<table>
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<tr>
<th>Activity/Objective</th>
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</thead>
<tbody>
<tr>
<td>Parent/Student Orientation - To give transitioning students various information about how to navigate middle school.</td>
<td>Grade 6</td>
<td>1</td>
<td>Principal Assistant Principal School Counselors Select Faculty Members Psychologist Social Worker</td>
<td>NYSEL: 1A.3b, 1B.3b, 2D.3a ASCA:</td>
<td>Academic Social</td>
<td>August</td>
</tr>
</tbody>
</table>
Ex. Who they can go to if they need help Introductory sessions and walk through.

| Classroom Presentations | Grade 8 | 1 | School Counselors Director of Guidance Curriculum Guide Course Selection Sheets Hand-outs High School Counselors | NYSSEL: 1B.3b, 2C.3a, 2C.3b, 3B.3b ASCA: M1, M3 | Academic | Winter |

| Parent Student 8th Grade Meeting | Grade 8 | School Counselors Course guide schedule | NYSSEL: 1B.3b, 2C.3a, 2C.3b, 3B.3b ASCA: M1, M3, M6 | Academic | January/February |

| 5th grade orientation Transition Club | Grade 5 | 6th grade School Counselor Power point Teachers Alumni Transition club | NYSSEL: 1B.2b, 1B.3b, 2C.3a, 2C.3b, 3B.3b ASCA: M1, M3, M6 | Social | Spring |
| **Individual and group counseling** - with students to discuss personal, social, emotional needs | Students of concerns in grades 7-8 | 2 | School Counselors<br>Psychologist<br>Social Worker<br>Assistant Principal<br>Teacher Referrals<br>Parent feedback<br>Team Meetings | NYSS: 2A.2a, 2A.2b, 2A.3a, 2A.3b, 2B.2b, 2B.3a, 2C.3a, 2C.3b<br>ASCA: M1, M3, B-SMS 6, B-SMS 7, B-SMS 8, B-SS 1, B-SS 2, B-SS 3, B-SS 6 | Academic<br>Social<br>Emotional | Ongoing |
| **Course Requests**<br>Administration completes a Verification process of courses That are offered | Grades 7-8 | 1 | School counselors<br>Director of Guidance<br>Classroom Teachers | NYSS: 2C.3a, 2C.3b, 2D.3b<br>ASCA: M5, B-LS 1, B-LS 5, B-LS 8 | Academic | Fall/ Winter/ Spring |
| **Special programs**<br>are provided for promoting the social and emotional well-being of students i.e. Mark Mero | Grades 6-8 | 1 | Principal Assistant Principal Select Faculty Member Director of Fine Arts | NYSS: 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2D.3a, 2D.3b<br>ASCA: M1, B-LS 9, B-SMS 1, B-SMS 2, B-SS 3, B-SS 9 | Social | Ongoing |
| **Team Meetings**<br>Collaboration with teachers, students And parents regarding Students academic and social emotional concerns. | Students in grades 6-8 | 1 | Assistant Principal School Counselors Psychologist Social Worker Classroom Teachers Director of Guidance Specialty Teachers Family Service League | NYSS: 1B.3a, 1B.3b, 2C.3a, 2C.3b, 2D.3a<br>ASCA: M5, B-LS 1, B-SMS 5, B-SMS 6, B-SMS 10, B-SS 3 | Academic<br>Social | Ongoing |
| **Student of the Month Awards**<br>awards given based off academic success | Grades 6-8 | 1 | Classroom teachers recommendations | NYSS: 1A.3a, 1A.3b, 1B.3a, 2C.3a, 3B.3a<br>ASCA: M5, M3, B-LS 6, B-SMS 1, B-SMS 2, B-SS 3, B-SS 7, B-SS 9 | Academic | Monthly |
| **Articulation Visit for 8th graders**<br>Counselors will expose students on large scale high school expectations | Grade 8 | 1 | Principal School Counselors<br>Director of Guidance | NYSS: 1B.3b, 2C.3a, 2D.3a<br>ASCA: M1, M2, B-LS 6, B-LS 8, B-SMS 6, B-SMS 7 | Academic | June |
| **Classroom instruction/groups** | Grades 6-8 | 1 | Teacher Counselor | NYSS: 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b | Social<br>Emotional | Sept-June |
To build students self-awareness and adjustment to middle school environment

Curriculum Director of Guidance

2B.3b, 2C.3a, 2D.3a, 2D.3b
ASCA: M1, B-LS 9, B-SMS 1, B-SMS 2, B-SS 3, B-SS 9

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

B. Target Population: Grades 6-8

C. Expected 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:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
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<th>Domain</th>
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</tr>
</thead>
</table>
| Daily recording of attendance- To monitor students     | Grades 6-8   | 1    | Classroom Teacher Attendance Office Principal Assistant Principal Attendance Teacher | NYSSEL: 2A.3b, 2C.3b, 3A.3b
ASCA: B-LS 3, B-SMS 1, B-SMS 8 | Academic Social Emotional | Ongoing |
| Daily follow-up phone calls To inform homes/families   | Grades 6-8   | 2    | Attendance Office Attendance Teacher                        | NYSSEL: 2A.3b, 2C.3b, 3A.3b
ASCA: B-LS 3, B-SMS 1, B-SMS 8 | Academic Social Emotional; | Ongoing |
| Referral to Child Study Team (CST) - Stakeholders      | Grades 6-8   | 3    | Assistant Principal School Counselors Classroom Teacher Psychologist Social Worker | NYSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 1C.3a, 2D.3a, 3B.3b
ASCA: B-LS 3, B-LS 7, B-SMS 1, B-SMS 6, B-SMS 8, | Academic Social Emotional | Ongoing |
<table>
<thead>
<tr>
<th>Students needs that Have attendance issues</th>
</tr>
</thead>
</table>

**Home Visits** - Collaborate with families to increase attendance

- Identified students in grades 6-8
- Attendance Teacher
- Social Worker
- Academic
- Ongoing

**Individual/Group Counseling** - Discuss importance of attendance and responsibility. I.e. work makeup. IPR is also done each year to monitor goals etc.

- Grades 6-8
- School Counselors
- Psychologist
- Social Worker
- Academic
- Ongoing

**Child Protective Services (CPS) Referrals**

- Students with excessive absences
- Psychologist
- Social Worker
- Principal
- Assistant Principal
- Mandated Reporter
- Social Emotional
- As needed

---

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

**B. Target Population:** Grades 6-8

**C. Expected 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group</th>
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<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly review of progress reports-To monitor students grades</td>
<td>Grades 6-8</td>
<td>1</td>
<td>School Counselors Principal Assistant Principal Classroom Teachers</td>
<td>NYSSSEL: 1A.3a, 1C.3a, 3B.3a ASCA: M5, M6, B-LS 8, B-SMS 1</td>
<td>Academic</td>
<td>October/December, March/May</td>
</tr>
<tr>
<td>Quarterly review of report cards-probation/ineligibility-To monitor and work with students who are having Academic failures</td>
<td>Grades 6-8</td>
<td>1</td>
<td>School Counselors Principal Assistant Principal Classroom Teachers Cluster Leader</td>
<td>NYSSSEL: 1A.3a, 1C.3a, 2D.3a, 3B.3a ASCA: M3, M5, M6, B-LS 6, B-LS 8, B-SMS 1, B-SMS 8, B-SS 1, B-SS 8</td>
<td>Academic</td>
<td>November/February, April/June</td>
</tr>
<tr>
<td>Weekly Extra Help-Teachers provide additional assistance for students who may be in need of tutorials.</td>
<td>Grades 6-8</td>
<td>1/2</td>
<td>Classroom Teacher School Counselors Late Buses</td>
<td>NYSSSEL: 1A.3b1B.3b ASCA: M3, M5, M6, B-LS 8, B-SMS 1, B-SMS 9, B-SS 1, B-SS 8</td>
<td>Academic</td>
<td>Tuesdays/Thursdays, Ongoing</td>
</tr>
<tr>
<td>Parent/Teacher/Counselor Conferences-To collaborate and create a plan to address the child's academic progress.</td>
<td>Grades 6-8</td>
<td>1</td>
<td>School Counselors Classroom Teachers Assistant Principal Psychologist Social Worker</td>
<td>NYSSSEL: 1A.3a, 1A.3b1B.3a, 1B.3a, 1B.3b, 1C.3a, 2C.3a, 2C.3b, 3B.3a ASCA: M5, B-LS 7, B-LS 9, B-SMS 6, B-SMS 3, B-SS 8, B-SS 9</td>
<td>Academic Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td>Child Study Team-(CST) Stakeholders discuss academic progress and create an action plan to address academic needs.</td>
<td>Identified students in grades 6-8</td>
<td>2</td>
<td>Assistant Principal School Counselors Psychologist Social Worker Classroom Teachers Principal</td>
<td>NYSSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 1C.3a, 2C.3a, 2C.3b, 3B.3a ASCA: M1, M2, M3, B-LS 9, B-SMS 6, B-SMS 7, B-SS 3</td>
<td>Academic Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Academic Level Changes-</td>
<td>Grades 7-8</td>
<td>2</td>
<td>School Counselors</td>
<td>Director of Guidance District Supervisors Principal Assistant Principal Classroom Teachers</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 1C.3a, 2C.3a, 2C.3b, 3B.3a ASCA M3, M4, M5, B-LS 6, B-LS 8, SMS B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 6, B-SS 1, B-SS 3</td>
<td>Academic</td>
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</tr>
<tr>
<td>Failure lists and notifications-</td>
<td>Identified students in grades 6-8</td>
<td>2</td>
<td>School Counselors Classroom Teachers Principal Assistant Principal Department Chairs</td>
<td>NYSSEL:1A.3a, 1A.3b, 1B.3a, 3B.3a ASCA: M1, M2, M4, B-LS 9, B-SMS 5, B-SS 1, B-SS 3, B-SS 6, B-SS 8, B-SS 9</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Summer School Information-</td>
<td>Identified students in grades 6-8</td>
<td>2/3</td>
<td>School Counselors Director of Guidance Summer School Packets</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.3a, 3B.3a ASCA: M2, M5</td>
<td>Academic</td>
<td>June</td>
</tr>
<tr>
<td>Academic Intervention Support Service-</td>
<td>Identified students in grades 6-8</td>
<td>2</td>
<td>Select Faculty Members Principal Assistant Principal Chair Personnel Teachers I ready software</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 3B.3a, ASCA: M2, M5, B-LS 3, B-SMS 5, B-SMS 6, B-SS 3</td>
<td>Academic</td>
<td>On going</td>
</tr>
<tr>
<td>West Babylon High School National Honor Society- tutoring program from SHS - HS students tutor lower classman</td>
<td>Identified students/ cycle basis</td>
<td>2</td>
<td>Progress reports teacher recommendation teachers Counselors National Honor Society Coordinator</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 3B.3a, 2C.3a, 2C.3b ASCA: M2, M4, M5, M6, B-LS6, B-LS 8, B-SMS 1</td>
<td>Academic</td>
<td>On going</td>
</tr>
</tbody>
</table>
A. Program Objective: To assist students who exhibit behavioral, adjustment problems and/or Mental Health concerns.

B. Target Population: Grades 6-8

C. Expected 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:

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<tr>
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<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/ Counselor/student Meetings</td>
<td>Referred students in grades 6-8</td>
<td>2</td>
<td>School Counselors, Psychologists, Social Worker, Principal, Assistant Principal, Referring Teacher, Eschool</td>
<td>NYSSLE: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>With students on caseload to discuss decision making etc. Monitoring behavioral data.</td>
<td></td>
<td></td>
<td>ASCA: M1, M5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher/counselor Meetings - Counselors meet with teachers and students to plan</td>
<td>Identified students in Grades 6-8</td>
<td>2/3</td>
<td>School Counselors, Psychologists, Social Worker, Classroom Teacher, Assistant Principal</td>
<td>NYSSLE: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
</tbody>
</table>
and discuss issues that may hinder academic success.

<table>
<thead>
<tr>
<th><strong>Counselor/parent/teacher meetings</strong></th>
<th>Identified students in Grades 6-8</th>
<th>1</th>
<th>School Counselors Psychologists Social Worker Classroom Teacher Principal Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA: M1, M2, M5; B-LS 9, B-SMS 6, B-SS 1, B-SS 3, B-SS 8, B-SS 9</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
</tbody>
</table>

Counselor, parents, and teachers meet to clearly communicate and create a plan collaboratively for academic and social success.

<table>
<thead>
<tr>
<th><strong>Referral to Child Study Team (CST)</strong></th>
<th>Identified students in Grades 6-8</th>
<th>2</th>
<th>School Counselors Psychologists Social Worker Assistant Principal Principal Referral Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA: M1, M3, M5, M6, B-LS 9, B-SMS 6, B-SS 1, B-SS 3, B-SS 8</td>
<td>NYSSEL: 1A.3a, 1B.3a, 1B.3b, 1C.3a, 1C.3b, 2C.3b, 2D.3a, 3B.3b, 3C.3a, 3C.3b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
</tbody>
</table>

Stakeholders meet to discuss a collaborative plan to meet the children's needs.

<table>
<thead>
<tr>
<th><strong>Group Counseling</strong></th>
<th>Grades 6-8</th>
<th>2</th>
<th>Social worker School Psychologist Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA: M1, M2, M3, B-LS 9, B-SMS 6, B-SS 1, B-SS 3, B-SS 8, B-SS 9</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
</tbody>
</table>

Counselors run groups on various topics- i.e. organization, skill building, conflict resolution

<table>
<thead>
<tr>
<th><strong>Weekly Review meeting</strong></th>
<th>Grades 6-8</th>
<th>3</th>
<th>School Counselors Psychologists Social Worker Assistant Principal Director of Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA: M1, M3, M5</td>
<td>NYSSEL: 1A.3a, 1B.3a, 1B.3b, 1C.3a, 1C.3b, 2C.3b, 2D.3a, 3B.3b, 3C.3a, 3C.3b</td>
<td>Social Emotional</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

Stakeholders meet to identify and create action plans for students who have intensive mental health concerns

<table>
<thead>
<tr>
<th><strong>Restorative Dialogue</strong></th>
<th>all Students who have Tier 2/3</th>
<th>School Counselors Referrals Social Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA: M1, M3, M5</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b</td>
<td>Social Emotional</td>
</tr>
</tbody>
</table>
Counselors meet with students to discuss alternative behaviors and teach appropriate coping skills. been referred, Psychologists Director of guidance 1C.3a, 2A.3b, 2D.3a, 3B.3b ASCA: M1, M5

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

B. **Target Population:** Grades 6-8

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

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

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Student Meetings</strong>&lt;br&gt;Counselors invite families and students to introduce guidance program.</td>
<td>Grades 6-8</td>
<td>1</td>
<td>School Counselors, Director of Guidance, Classroom Teachers</td>
<td>NYSSEL: 1B3b, 2C.3b ASCA: M3, M6</td>
<td>Academic</td>
<td>Fall/Winter</td>
</tr>
<tr>
<td><strong>Meet the Teacher Night</strong>&lt;br&gt;Families meet with teachers to go over expectations and curriculum.</td>
<td>Grade 6</td>
<td>1</td>
<td>Classroom Teachers, School Counselors, Principal Assistant, Principal Director of Guidance</td>
<td>NYSSEL: 1B3b, 2C.2a, 2C.3b ASCA: M3, M6</td>
<td>Academic Social</td>
<td>Fall</td>
</tr>
<tr>
<td>Event/Meeting</td>
<td>Grades/Class</td>
<td>Frequency</td>
<td>Participants</td>
<td>Standards</td>
<td>Focus</td>
<td>Schedule</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------</td>
</tr>
<tr>
<td>Parent/Counselor meetings</td>
<td>6-8</td>
<td>Ongoing</td>
<td>School Counselors, Director of Guidance, Classroom Teachers</td>
<td>1A.3a, 1B.3a, 1B.3b, 1C.3a, 1C.3b, 2C.3a, 2D.3a, 3A.3a</td>
<td>Social Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Orientation</td>
<td>6th grade students and parents</td>
<td>1</td>
<td>Principal, Assistant Principal, School Counselors, Select Faculty, Members, Director of Guidance, Classroom Teachers, Psychologist, Social Worker</td>
<td>1B.3b, 2C.3a, 2C.3b, 3A.3b</td>
<td>Academic Social Emotional Career</td>
<td>August/March</td>
</tr>
<tr>
<td>Progress reports and report cards published on the parent portal</td>
<td>6-8</td>
<td>Quarterly</td>
<td>Classroom Teachers, Specialty Teachers, Principal Assistant Principal, Director of Guidance, E-school</td>
<td>1A.3a, 1B.3a, 1B.3b, 3B.3a</td>
<td>Academic</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Information regarding course placement</td>
<td>6-8</td>
<td>Spring</td>
<td>Classroom Teachers, Department Chairs, School Counselors, Director of Guidance</td>
<td>1B.3a, 1B.3b, 3B.3</td>
<td>Academic</td>
<td>Spring</td>
</tr>
<tr>
<td>Parent Student Teacher Counselor Meeting-Invitation</td>
<td>6-8</td>
<td>Ongoing</td>
<td>Classroom Teachers, School Counselors</td>
<td>1A.3a, 1B.3a, 1B.3b, 1C.3a, 2C.3a, 2C.3b, 2D.3a, 2D.3b</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
sent to have meeting with counselors, Teachers, to create a plan and communicate with all stakeholders to increase academic success.

| Parent information evenings/Parent Workshops-  
| I.e. Organizational Skills | Grades 6-8 | 1 | Speakers School Counselors Director of Guidance Parents | NYSSEL: 1B.3b, 2A.3a, 2A.3b, 2B.3b, 2C.3a, 2C.3b, 2D.3b, 3B.3b, 3C.3a  
| | | | ASCA: M1, M3 | Social Emotional | Annually |

| School Messenger/Connect Ed Messages-  
| Software to send out important Information and reminders i.e. report cards | Grades 6-8 | 1 | Principal Assistant Principal Director of Guidance School messenger | NYSSEL: 1A.3a, 1A.3b, 1B.3a, 3B.3a  
| | | | CDOS: 1  
| | | | ASCA: M1, M3 | Academic Social Career | On going |

| Remind-  
| SMS service to text families information | Grades 6-8 | 1 | Language Line Software Assistant Principal Director of Guidance Teachers | NYSSEL: 1A.3a, 1A.3b, 1B.3a, 3B.3a  
| | | | CDOS: 1  
| | | | ASCA: M1, M3 | Academic Social Emotional Career | On going |

| Language Line-  
| Translation service provided for ENL families | Grades 6-8 | 1 | Language Line Software Assistant Principal Director of Guidance Counselors Teachers | NYSSEL: 1A.3a, 1A.3b, 1B.3a, 3B.3a  
| | | | CDOS: 1  
| | | | ASCA: M1, M3 | Academic Social Emotional Career | On going |

| Shared Decision Making Meetings-  
| Team of stakeholders that meet and analyze data and make decisions based off of data | Grades 6-8 | 1 | Principal Assistant Principal Select Faculty Members | NYSSEL: 2C.3a, 2C.3b, 3A.3a, 3B.3a, 3B.3b, 3C.3a, 3C.3b  
| | | | ASCA: M1, M3 | Academic Social Emotional Career | On going |

| School Website- | Grades 6-8 | 1 | Principal | NYSSEL: 1A.3a, 1A.3b, 1B.3a, 3B.3a | Social academic | Quarterly |
### Links for parents to access various information and resources to support success

| Course selection/placement (AIS) notification process | Grades 6-8 | Department Chairs Classroom Teachers Principal Assistant Principal | NYSSEL: :1A.3a, 1A.3b, 1B.3a, 3B.3a | ASCA: M4, M5, B-LS 1, B-LS 4, B-LS 6, B-LS 8 | Academic | Quarterly |

### A. Program Objective:
To address the social emotional needs of students and foster positive social interactions by utilizing Social Emotional Learning Competencies (SEL).

### B. Target Population:
Grades 6-8

### C. Expected Outcome(s):
1. Students will understand the what the SEL competencies are.
2. Parents will be encouraged to have monthly family reflection nights.
3. Teachers and counselors will teach students SEL lessons.
4. Students will be recognized by their SEL mastery.

### D. Annual Assessment:
1. Parent feedback during formal and informal meetings
2. Student feedback on sense of belonging.
3. Observations by the guidance counselors, administration, and staff
4. Student Eagle Awards

### E. Program Description:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning for SEL lessons - Classroom Lessons</td>
<td>Grades 6-8</td>
<td>1</td>
<td>Principal Assistant Principal Director of Guidance Teacher</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Activity (Grades)</td>
<td>Frequency</td>
<td>Participants</td>
<td>SEL Standards</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEL Committee 6-8</td>
<td>Quarterly</td>
<td>Principal Assistant, Principal, Faculty, Members, Counselors, Director of Guidance</td>
<td>NYSSEL: 1A.3a, 1B.3a, 1B.3b2C.3a, 2C.3b, 2D.3a ASCA: M1, M2, M3</td>
<td>Social Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Ed. Lunch ins 6-8</td>
<td>Ongoing</td>
<td>Director of Guidance, School Counselors, Teachers, Referrals, Positive Parent Phone call</td>
<td>NYSSEL: 1A.3b, 1B.3b, 2B.2b, 3A.3a ASCA: M1, M2, M3, B-SMS 4, B-SS 1, B-SS 3, B-SS 9</td>
<td>Social Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Reflection Night K-12</td>
<td>Monthly</td>
<td>Department Chairs, Classroom Teachers, School Counselors, Principal, Assistant Principal, Director of Guidance, Parents, Family Reflection Night sheet</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.2a, 2C.3b, 2D.3a ASCA: M1, M3, M6, B-SS 1, B-SS 4, B-SS 9</td>
<td>Social Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling/Groups 6-8</td>
<td>Ongoing</td>
<td>Counselors, Social Workers, Psychologist</td>
<td>NYSSEL: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b</td>
<td>Social Emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by referral from meetings, and social emotional concerns</td>
<td>ASCA: M1, M3, B-SS 2, B-SS 3, B-SS 4, B-SS 6, B-SS 8</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
West Babylon Senior High School
School Counseling Plan
Grades 9-12

West Babylon High School counselors understand that they play an important role in the development of adolescent-aged children. The High School Counseling Plan is intended to meet the New York State regulations by focusing on the educational goals, career/college exploration opportunities, social emotional development; as well as encourage parental involvement.

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

B. **Target Population:** Grades 9-12

C. **Expected 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.
   4. Student will know his/her data (i.e. GPA) and other indicators of educational progress.

D. **Annual Assessment:**
   1. Review student’s performance (report cards, progress reports, state assessments, and standardized testing).
   2. Monitor and review career portfolio performed and logged through individual student portfolios.
   3. Feedback received from counselors, parents and teachers.

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Planning Meeting</td>
<td>Students and parents in grade 12</td>
<td>1</td>
<td>Director of Guidance School Counselors Naviance/</td>
<td>ASCA: M4, M5, M6, B-LS 1 B-LS 3, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 4, B-SMS 5, B-SMS 10, B-SS 6, B-SS 8,</td>
<td>Academic Career</td>
<td>Sept.- Dec</td>
</tr>
<tr>
<td>Academic Progress Reviews – approximately every five weeks counselors monitor student performance and review individual progress. Discussion of probation and ineligibility is also discussed.</td>
<td>Grades 9-12</td>
<td>2</td>
<td>School Counselors, Department Chairs, Instructional Support Team, Principal, Assistant Principal, Classroom Teachers, Transcript Naviance software, Teacher recommendations, Eschool</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-SS 3, B-SS 8</td>
<td>NYSSEL: 1A.4a, 1A.4b, 1A.4c, 1A.5c, 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b, 1C.5b, 2C4a, 2C.5a, 2C5b, 3B.4a, 3B.4b, 3B5a, 3B.5b</td>
<td>CDOS: 1, 2, 3a, 3b</td>
</tr>
<tr>
<td>Individual student, parent, counselor conferences &amp; IPR-Individual Planning Review meeting (pre-registration meetings, review course selections and post secondary planning as well as career interests will be discussed).</td>
<td>Grades 9-12</td>
<td>1</td>
<td>School Counselors, Transcripts course request sheets, Naviance software, Teacher recommendations</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 3, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 4, B-SMS 5, B-SMS 8, B-SS 1, B-SS 3, B-SS 8</td>
<td>NYSSEL: 1B.4a, 1B.4b, 1B.5a, 1B.5b, 1B.5c, 1C.5a, 1C.5b, 2A.4a, 2A.4b, 2A.5a, 2C.4a, 2C.5a, 3A.4A, 3A.4b, 3B.5a, 3B.5b</td>
<td>CDOS: 1, 2, 3a, 3b</td>
</tr>
<tr>
<td><strong>Naviance/Family Connection</strong></td>
<td>Grades 9-12</td>
<td>1</td>
<td>School Counselors Director of Guidance Naviance software</td>
<td>ASCA: M3, M4, B-LS 1, B-LS 2, B-LS 4, B-LS 5, B-LS9, B-SMS 1, B-SMS 3, B-SMS 4, B-SMS 5</td>
<td>Career</td>
<td>On going</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Instructional Support Team (IST) Meetings</strong></td>
<td>Identified students in grades 9-12</td>
<td>2</td>
<td>Principal Assistant Principal Psychologists Social Worker School Counselors Deans Nurse Attendance Officer ENL</td>
<td>ASCA: M1, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7 B-SMS 8, B-SMS 9, B-SMS 10, B-SS 2, B-SS 3</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Junior Planning Conferences</strong></td>
<td>Students and parents in grade 11</td>
<td>1</td>
<td>College Advisor Director of Guidance College Office Guidance Counselors Naviance/Family Connection Transcripts</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 8, B-SS 9</td>
<td>Academic Career</td>
<td>January-June</td>
</tr>
</tbody>
</table>
### Committee on Special Education (CSE)/504 Annual Review Meetings

Counselors participate in meetings to provide feedback to assist in recommending course placements and/or programs for the following year. Action planning also occurs.

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th>Psychologists School Counselors Deans Classroom Teachers Special Ed. Teacher Director of Special Education Director of Guidance Principal Assistant Principal Report Card, Transcript, Test results, IEP/504, Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 9, B-SMS 10, B-SS 1, B-SS2, B-SS3, B-SS4, B-SS 5, B-SS6, B-SS 7, B-SS 8, B-SS 9</td>
</tr>
<tr>
<td></td>
<td>NYSSEL: 1A.4a, 1A.4b, 1A.4c, 1A.5a, 1A.5b, 1A.5c, 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4a, 2C.4b, 2C.5a, 2C.5b, 3B.5a</td>
</tr>
<tr>
<td></td>
<td>CDOS: 1, 2, 3a</td>
</tr>
</tbody>
</table>

| Academic Social | Spring/Annual |

### Articulation Meeting – 8th grade counselor

Meet with high school counselors to obtain academic, social and personal information regarding the incoming 9th graders.

Specific needs of incoming students will be shared with Administration.

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th>School Counselors High School Principal Middle School Principal Assistant Principals Psychologists Social Workers Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 6, B-LS 7, B-LS 8, B-LS 10, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 2, B-SS 3, B-SS 8</td>
</tr>
<tr>
<td></td>
<td>NYSSEL: 1A.4c, 1A.4c, 1A.5a, 1A.5b, 1A.5c, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4a, 2C.4b, 2C.5a, 2C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b</td>
</tr>
<tr>
<td></td>
<td>CDOS: 1, 2, 3a, 3b</td>
</tr>
</tbody>
</table>

| Academic Social | June |

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A. **Program Objective:** To explore with students various careers and assist them with developing career planning skills/goals.

B. **Target Population:** Grades 9-12

C. **Expected Outcome(s):**
   1. Students will obtain the skills needed 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 conduct a career research related to their personal interests.

D. **Annual Assessment:**
   1. Counselor evaluation of student’s understanding indicating satisfactory student planning process.
   2. Counselor will monitor student usage of Naviance/Family Connection
   3. Feedback received from parents and teachers, as well as saved career searches through the Interest Profiler.

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
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<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course selection-</strong> Counselors work with students on making course selections that meet their academic and career goals,</td>
<td>Grades 8-11</td>
<td>1</td>
<td>Director of Guidance Nurse, Naviance School Counselor, Transcripts, Standardized test results, Course Catalogue</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 8, B-SS 9</td>
<td>Academic Career</td>
<td>September</td>
</tr>
<tr>
<td><strong>NYSEL:</strong> 1A.4c, 1A.5c, 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b, 1C.5a, 1C.5b</td>
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</tbody>
</table>

73
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Grades</th>
<th>Type</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Aid Night</strong> - Presentation about new trends and financial aid process for parents</td>
<td>Parents of Grades 11-12</td>
<td>Guest Speaker Director of Guidance Powerpoint Slides</td>
<td>Academic October</td>
</tr>
<tr>
<td><strong>Senior Meetings</strong> - Counselors meet with seniors to review college selection and application process, as well as setting transitional goals.</td>
<td>Grades 9-12</td>
<td>Counselors Naviance software Transcripts</td>
<td>Academic November</td>
</tr>
<tr>
<td><strong>BOCES Wilson Tech Field Trips and onsite visitation/orientation</strong> - To expose children to Wilson Technical programs</td>
<td>Grades 10-12</td>
<td>School Counselors BOCES Personnel BOCES Resources</td>
<td>Academic November - January</td>
</tr>
<tr>
<td><strong>College Visitation Days</strong> - And on site application days - To expose children to college life and application process.</td>
<td>Grades 11-12</td>
<td>College Advisor College Representatives Director of Guidance School Counselor College Office</td>
<td>Career Fall/Winter</td>
</tr>
<tr>
<td><strong>Mini College Days</strong> - Students will meet with college representatives to</td>
<td>Grades 11-12</td>
<td>School Counselors Consortium Liaisons</td>
<td>College/Fall-12th</td>
</tr>
<tr>
<td>Activity</td>
<td>Grades</td>
<td>Frequency</td>
<td>Participants</td>
</tr>
<tr>
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</tr>
<tr>
<td>Method Test Prep, Khan SAT and ACT Preparation - Counselors assist students linking to services, setting up email, understanding test scores and navigating College Board</td>
<td>Grades 10-12</td>
<td></td>
<td>School Counselors Teachers Director of Guidance</td>
</tr>
<tr>
<td>Career Days – Business teachers coordinate for guest speakers to discuss the logistics and academic preparation needed for specific careers.</td>
<td>Grades 9-12</td>
<td>1</td>
<td>School Counselors Director of Guidance Classroom Teachers Business department</td>
</tr>
<tr>
<td>Junior/Senior Planning Conferences – Individual meetings with the school counselor to discuss future planning i.e. post secondary planning.</td>
<td>Grades 11-12</td>
<td>1</td>
<td>School Counselor College Office</td>
</tr>
</tbody>
</table>
| Military Advisement – Interested students will be provided with information about the armed forces & connected with recruiters. | Interested students in grades 11-12 | 1 | School Counselor Military Recruiters Military publications | ASCA: M1, M2, M3, M4, M5, M6, B-LS 1, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9  
NYSSEL: 1B.5a, 2C4a, 2C5a, 3B.5a, 3B.5b  
CDOS: 1, 2, 3a | College/Career | Ongoing |
| Scholarship Bulletins – available to students and parents and sent out monthly | Grade 12 | 1 | School Counselor Director of Guidance Scholarship Committee Guidance Offices District Website | ASCA: M1, M2, M4, M5, B-LS 9, B-SMS 3, B-SS 1  
NYSSEL: 1B.5a, 1B.5b, 1B.5c, 1C.5a, 1C.5b, 2A.5b, 2B.5a, 2B.5b, 2C, 5a, 2C.5b, 3B.5a, 3B.5b, 3B.5c | Academic Career | Monthly |
<p>| Employment Day-Career/College Fair at local colleges- To expose students to future career plans &amp; college life. | Grades 11-12 | 1 | School Counselor Local Colleges/Agencies College representatives | CDOS: 1, 2, 3a | Career | Annual |
| College/Career Trips-Special Education students will spend day on college campus meeting with admissions staff and gaining information on admissions process. | Special Education Students in Grades 11-12 | 1 | School Counselors Permission Slips Students | CDOS: 1, 2, 3a | Career | Spring |
| Individual/group counseling on career exploration-Goal setting with students and establishing career | Grades 9-12 | 1-3 | School Counselors Director of Guidance Naviance Career Portfolio Computer Labs | CDOS: 1, 2, 3a | Career | Spring |</p>
<table>
<thead>
<tr>
<th>Path. IPR will also be created and reviewed.</th>
<th>Instruction sheets/handouts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Naviance-College/Career Planning</strong>&lt;br&gt;To have students use software to create Post secondary plans</td>
<td>Grades 10-12</td>
<td>1</td>
</tr>
<tr>
<td><strong>Seasonal Guidance Newsletter</strong>&lt;br&gt;Communication made to the community on highlights of guidance departments</td>
<td>Grades K-12</td>
<td>1</td>
</tr>
<tr>
<td><strong>College Level Courses</strong> (in-house)&lt;br&gt;St. John’s University Farmingdale State University-&lt;br&gt;Programs offered for H.S. students to earn college credits</td>
<td>Grades 10-12</td>
<td>1</td>
</tr>
<tr>
<td><strong>Junior College Planning Night</strong>&lt;br&gt;Meeting held with parents and students to reinforce their college and career plans. Speakers will be invited to share perspectives on how to select a college and utilize financial opportunities.</td>
<td>Grade 11</td>
<td>1</td>
</tr>
</tbody>
</table>
A. **Program Objective:** To provide assistance to enable students to benefit from the curriculum

B. **Target Population:** Grades 9-12

C. **Expected Outcome(s):**
   1. Students will be aware of the requirements for obtaining various types of high school diplomas, credentials, and corresponding seals (including Local, Regents through Alternate Pathways, Regents with Honors, Advanced Regents, Advanced Regents with Honors, Mastery in Math and/or Science, Skills and Achievement (SACC), and Career Development and Occupational Services (CDOS)).
   2. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.
   3. In cooperation with parents, students will complete high 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. Counselor review of progress reports, report cards and test scores.
   3. Teacher/parent evaluation and feedback

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent/Student Freshman Orientation-</strong> Meeting with incoming students and parents to go over expectations</td>
<td>Incoming 9th grade Students and parents</td>
<td>1</td>
<td>Principal Assistant Principal Director of Guidance School Counselors Deans Psychologist Social Worker Select Faculty Members Student Schedule</td>
<td>ASCA: M1, M2, M3</td>
<td>Academic</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Classroom Presentations- regarding high school scheduling and course selections and</td>
<td>Grades 9-11</td>
<td>1</td>
<td>School Counselors Director of Guidance Assistant Principal Curriculum Guide Course Selection Sheets Report Card Naviance</td>
<td>ASCA: M2, M3, M5, M6</td>
<td>Academic</td>
<td>Fall/Winter</td>
</tr>
<tr>
<td>Understanding of test scores</td>
<td>Students of concern in grades 9-12</td>
<td>School Counselors, Psychologist, Social Worker, Assistant Principal, Teacher Referrals, Parent feedback, Team Meeting, Report card, transcript, teacher/parent feedback, team meetings</td>
<td>ASCA: M1, M2, M3, B-SMS 6, B-SMS 7, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 8, NYSSEL: 1A.5c, 1B.4b, 2A.4b, 2B.4b, B.4b</td>
<td>Academic</td>
<td>Ongoing</td>
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</tr>
<tr>
<td>Individual and group counseling - to address personal, social, and academic needs</td>
<td>Grades 9-11</td>
<td>School counselor, Director of Guidance, Curriculum Guide, Student Planner, Volunteer Resource Guide</td>
<td>ASCA: M2, M4, M5, B-LS 1, B-LS 8, B-LS 9</td>
<td>Academic</td>
<td>January-March</td>
<td></td>
</tr>
<tr>
<td>Course Selection Meetings - to create Schedule for students</td>
<td>Grades 9-11</td>
<td>Principal, Assistant Principal, Survey Data to drive presentation</td>
<td>ASCA: M1, B-SMS 1 - 10, B-SS 1 - 9, NYSSEL: 1A.5c, 1C.4a, 1C.4b, 2A.4b, 2A.5b, 2D.4b, 2D.5a, 3A.4a, 3B.4b</td>
<td>Academic</td>
<td>Social Emotional</td>
<td></td>
</tr>
<tr>
<td>Special programs - Programs provided for promoting the social and emotional well-being of students - from survey data</td>
<td>Grades 9-12</td>
<td>Director of Guidance, Administration, Athletic Director</td>
<td>ASCA: M1, M2, M3, M4, B-SS 4</td>
<td>Academic</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Grade Level Guidance Evening Events (9th Grade Parent Night, 10th Grade Student and Parent Night, 11th Grade Student and Parent Night, Senior Parent Night, Financial Aid Night, NCAA Night, Hot Topics in College Admissions, Senior Awards)</td>
<td>Grades 9-12</td>
<td>School Counselors, College Advisor</td>
<td>ASCA: M2, M4, M5</td>
<td>Academic</td>
<td>Fall/Winter/Spring</td>
<td></td>
</tr>
<tr>
<td>Classroom Visits (PSAT)</td>
<td>Grades 10-12</td>
<td>School Counselors, College Advisor</td>
<td>ASCA: M2, M4, M5</td>
<td>Academic</td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td><strong>Score reporting</strong></td>
<td><strong>to help Students learn Pathways on what they can do with scores and link to Khan Academy.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Special needs test registration</strong></th>
<th>Counselors will assist parents and students with registering for The College Board and ACT exams (for those who require testing modifications)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
<td>1</td>
</tr>
<tr>
<td>School Counselors Director of Guidance Psychologist</td>
<td>ASCA: M2, M3, M4, M5, B-LS 9, B-SS 3, B-SS 8</td>
</tr>
<tr>
<td><strong>PSAT, SAT, SAT II, ACT Advisement</strong></td>
<td>students will become familiar with standardized testing procedures and types of questions they can expect. They will also understand which tests are appropriate to take and what they are used for.</td>
</tr>
<tr>
<td>Grades 10-11</td>
<td>1</td>
</tr>
<tr>
<td>Counselors Administration College Board.org ACTstudent.org</td>
<td>ASCA: M2, M4, M5, B-LS 1, B-LS 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>8th Grade Orientation day</strong></th>
<th>SHS counselors travel to JHS and collaborate with JHS counselors on presenting to 8th graders on expectations of high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>1</td>
</tr>
<tr>
<td>JHS and SHS School Counselors Admins Files Transcript Social worker PPT</td>
<td>ASCA: M1, M3, B-SMS 10, B-SS 3</td>
</tr>
</tbody>
</table>

| **A. Program Objective:** | To assist students who exhibit attendance problems. |
B. Target Population: Grades 9-12

C. Expected 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:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily recording of attendance</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Classroom Teacher Principal Assistant Principal Attendance Office</td>
<td>ASCA: M3, M6, B-SMS 1, B-SS 9</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Daily follow-up phone calls home</td>
<td>Grades 9-12</td>
<td>2</td>
<td>Attendance Office Assistant Principal Deans Phone Call software</td>
<td>ASCA: M1, M3, M6, B-SS 3</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Referral to Instructional Support Team (IST)- To create plan with stakeholders to increase attendance</td>
<td>Grades 9-12</td>
<td>2</td>
<td>Assistant Principal Dean School Counselors Classroom Teacher Psychologist Social Worker Director of Guidance</td>
<td>ASCA: M1, M3 NYSSEL: 1B.4b, 1C.4a, 3B.4a, 3B.4b, 3C.4a</td>
<td>Social Emotional Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Home Visits- Collaborate with families to increase attendance</td>
<td>Identified students in grades 9-12</td>
<td>3</td>
<td>Attendance Officer</td>
<td>ASCA: M1, M3, M6, B-SMS 1, B-SMS 7, B-SMS 9 B-SS 3, B-SS 9</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Individual/Group Counseling- discuss importance of attendance and responsibility</td>
<td>Grades 9-12</td>
<td>3</td>
<td>School Counselors Psychologist Social Worker</td>
<td>ASCA: M1, M3, B-SMS 6, B-SMS 7, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4</td>
<td>Social Emotional Academic</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
### Daily/Weekly Progress Monitoring

<table>
<thead>
<tr>
<th>Identified students in grades 9-12</th>
<th>3</th>
<th>School Counselors Attendance officer Principal Psychologist Social Worker</th>
<th>ASCA: M1, M2, M3, M6, B-LS 3, B-SMS 1, B-SS 3, B-SS6, B-SS8 N YSSEL: 1C.4b, 1C.5b, 3B.4a,</th>
<th>Social Emotional Academic</th>
<th>Ongoing</th>
</tr>
</thead>
</table>

### Child Protective Services (CPS) Referral

<table>
<thead>
<tr>
<th>Students with excessive absences</th>
<th>3</th>
<th>Principal Assistant Principal Guidance Counselor Psychologist Social Worker Mandated Reporters*</th>
<th>ASCA: M1, M3 NYSSEL: 1C.4b, 3B.4a</th>
<th>Social Emotional Academic</th>
<th>As needed</th>
</tr>
</thead>
</table>

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

**B. Target Population:** Grades 9-12

**C. Expected 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:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly review of probation/ineligibility- To monitor and work with students who are having Academic failures</td>
<td>Grades 9-12</td>
<td>2</td>
<td>Counselors Teachers Failure reports</td>
<td>ASCA: M2, M5, B-SMS 6, B-SMS 7, B-SS 3</td>
<td>Academic</td>
<td>September-June</td>
</tr>
<tr>
<td>Activity</td>
<td>Grades</td>
<td>Frequency</td>
<td>Participants</td>
<td>ASCA</td>
<td>Level</td>
<td>Time Frame</td>
</tr>
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</tr>
<tr>
<td>Quarterly review of progress Reports</td>
<td>9-12</td>
<td>1</td>
<td>School Counselors, Principal, Assistant Principal, Director of Guidance</td>
<td>M2, M5, B-SMS 6, B-SMS 7, B-SS 3</td>
<td>Academic</td>
<td>October/ December/March/May</td>
</tr>
<tr>
<td>Quarterly review of report cards</td>
<td>9-12</td>
<td>1</td>
<td>School Counselors, Principal, Assistant Principal, Director of Guidance</td>
<td>M2, M5, B-SMS 6, B-SMS 7, B-SS 10, B-SS 3</td>
<td>Academic</td>
<td>November/February/April/June</td>
</tr>
<tr>
<td>Extra Help/Tutorials</td>
<td>9-12</td>
<td>2</td>
<td>Principal, Assistant Principal, Honor Society, Peer Tutors, School Counselors</td>
<td>M1, M3, M5</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Parent/Teacher/Counselor Conferences</td>
<td>9-12</td>
<td>1</td>
<td>School Counselors, Classroom Teachers, Assistant Principal, Psychologist,</td>
<td>M1, M3, M5, M6</td>
<td>Academic</td>
<td>As needed</td>
</tr>
<tr>
<td>Student Intervention Team (IST)</td>
<td>9-12</td>
<td>2</td>
<td>Principal, Assistant Principal, Social Worker</td>
<td>M1, M3, B-SMS 6, B-SMS 7, B-SS 3</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
discuss academic progress and create an action plan to address academic concerns.

| Academic Level Changes - AP potential (parent, student, counselor request) | Grades 9-12 | 1 | Director of Guidance District Supervisors Principal Assistant Principal Classroom Teachers School Counselors | ASCA: M2, M3, M4, M5, M6, B-LS 8, B-LS 9, | Academic | As needed |

| Failure lists and notifications - Counselors meet with their students to provide academic intervention/plan to support academic achievement. | Identified students in Grades 9-12 | 2 | School Counselors Classroom Teachers Principal Assistant Principal Classroom Teachers Department Chairs | ASCA: M2, M3, M5, B-SMS 6, B-SS 1, B-SS 3 | Academic | Ongoing |

| Summer School Information and Regents review Prep. To inform students/families about alternatives to pathways | Identified students in Grades 9-12 | 3 | School Counselors Director of Guidance Summertime School Packet | ASCA: M1, M2, M5, M6, B-SMS 6, B-SS 3 | Academic | June |

| West Babylon High School National Honor Society - tutoring program of SHS students | Identified students/ cycle basis | 1 | Progress reports teacher recommendation teachers Counselors National Honor Society coordinator | ASCA: M3, M5, M6, B-SS 2 | Academic | Ongoing |
A. **Program Objective:** To assist students who exhibit behavioral or adjustment problems.

B. **Target Population:** Grades 9-12

C. **Expected 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:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Counseling</strong> - Counselors meet with students on caseload to discuss decision making etc. Monitor behavior data.</td>
<td>Referred students in Grades 9-12</td>
<td>2</td>
<td>Deans School Counselors Psychologists Social Worker Principal Assistant Principal Referring Teacher ISS Sheet Eschool</td>
<td>NYSSEL: 3A.4a, 3A.4b, 3A.5a, 3A.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Teacher/counselor meetings</strong> - Counselors meet with Teachers and students to plan and discuss issues that may hinder their academic success.</td>
<td>Identified students in Grades 9-12</td>
<td>1</td>
<td>School Counselors Psychologists Social Worker Classroom Teacher Assistant Principal</td>
<td>NYSSEL: 1A.4c, 1A.5c, 1B.4b, 1B.5a, 1C.4a, 1C.4b</td>
<td>Social Emotional Academic</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Counselor/parent/teacher meetings</strong></td>
<td>Identified students in</td>
<td>1</td>
<td>School Counselors Psychologists Social Worker</td>
<td>NYSSEL: 1A4c, 1A.5c, 1B.4b, 1B.5a, 1C.4a, 1C.4b 2D.5b, 3B.4a, 3B.4b, 3B.5b</td>
<td>Social Emotional Academic</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Counselor, parents, and teachers</strong> meet to communicate and create an action plan collaboratively</td>
<td><strong>Grades 9-12</strong></td>
<td><strong>Parent Classroom Teacher Principal Assistant Principal</strong></td>
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<tr>
<td><strong>Referral to the Student Review Team (IST)</strong>-Team meets to collaborate a plan to meet the child’s needs</td>
<td>Identified students in Grades 9-12</td>
<td>3</td>
<td>Principal Assistant Principal Deans School Counselors Psychologists Social Worker</td>
<td>NYSEL: 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b, 2A.4b, 2A.5b, 2B.4b, 2D.5b</td>
<td>Social Emotional Academic</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Group Counseling</strong>-Targeted assistance for students who have been identified.</td>
<td>Identified students in Grades 9-12</td>
<td>2</td>
<td>Principal Assistant Principal Deans School Counselors Director of Guidance Social Worker Psychologist</td>
<td>NYSEL: 1A. 5c, 1C.4a, 1C.4b, 2A.4b, 2A.5b, 2B.4b, 2D.5b</td>
<td>Social Emotional Academic</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Referrals to appropriate Agencies ie. SPOA</strong></td>
<td>9-12</td>
<td>9-12</td>
<td>Counselors Psychologist Director of Guidance Social Worker</td>
<td>NYSEL: 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b</td>
<td>Social Emotional</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Night School at risk Counseling</strong>-Counselor In night school setting will provide mental health counseling to address social Emotional and academic concerns.</td>
<td>9-12</td>
<td>Night School Counselor</td>
<td>NYSEL: 1B.4a, 1B.4b, 1B.5a, 1C.4a, 1C.4b, 3B.4a, 3B.4b</td>
<td>Social Emotional Academic</td>
<td>As needed</td>
<td></td>
</tr>
<tr>
<td><strong>Restorative Dialogue</strong>-Counselors meet with students to discuss alternative behaviors and teach appropriate coping skills.</td>
<td>all Students who have been referred, Tier 2/3</td>
<td>School Counselors Referrals Social Worker Psychologists Director of guidance</td>
<td>NYSEL: 1A.3a, 1A.3b, 1B.2a, 1B.2b, 1B.3a, 1B.3b, 1C.3a, 2A.3b, 2D.3a, 3B.3b ASCA: M1, M5</td>
<td>Social Emotional</td>
<td>On going</td>
<td></td>
</tr>
</tbody>
</table>
A. **Program Objective:** To encourage parental involvement in the educational process.

B. **Target Population:** Grades 9-12

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

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

E. **Program Description:**

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
<th>Tier</th>
<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent/Counselor follow-up</strong> meetings after issues are addressed</td>
<td>Grades 9-12</td>
<td>1</td>
<td>School Counselors Director of Guidance Classroom Teachers</td>
<td>ASCA: M1, M3, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 6, B-SS 8, B-SS 9</td>
<td>Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Parent Teacher Conferences - Evening Conferences</strong></td>
<td>Grades 9-12</td>
<td>1</td>
<td>Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance</td>
<td>ASCA: M1, M3, M5, M6, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 6, B-SS 8, B-SS 9</td>
<td>Academic Social Emotional Career</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>NCAA Night</strong> Athletic Director hosts evening dedicated to athletes and college plan.</td>
<td>Parents of students in grades 9-12</td>
<td>1</td>
<td>Athletic Director Parents Director of Guidance</td>
<td>ASCA: M1, M2, M5, B-LS 9, B-LS 19, B-SS 4</td>
<td>Career</td>
<td>December</td>
</tr>
<tr>
<td><strong>Progress reports and report cards</strong> published on the parent portal (live)</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Director of Guidance Classroom Teachers Principal Assistant Principal</td>
<td>ASCA: M3, M5, B-LS 3, B-LS 5, B-LS 6, B-LS 8, B-SMS 1, B-SMS 5, B-SMS 8, B-SS 8</td>
<td>Academic</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Event Description</td>
<td>Grade Levels</td>
<td>Responsible Parties</td>
<td>ASCA Areas</td>
<td>Focus Area</td>
<td>Frequency</td>
<td></td>
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<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>E-school</strong> <strong>Grade Level</strong> <strong>Guidance Day and Evening Events/Joint Programs (9th Grade Parent Night, Financial Aid Night, NCAA Night)</strong></td>
<td>Grades 9-12</td>
<td>Director of Guidance Athletic Director</td>
<td>ASCA: M1, M2, M3, M4, M5, M6, B-LS 9, B-ASS 1, B-SS 3 B-SS 8</td>
<td>Academic</td>
<td>On going</td>
<td></td>
</tr>
<tr>
<td><strong>School Messenger/Connect Ed</strong> - Software utilized to communicate with families via Email or SMS.</td>
<td>Grades 9-12</td>
<td>Principal Assistant Principal Director of Guidance Central Office Admin School Messenger Software</td>
<td>ASCA: M3, M5, M6, B-LS 5, B-LS 9</td>
<td>Academic Social</td>
<td>On going</td>
<td></td>
</tr>
<tr>
<td><strong>Parent Teachers Student Meetings (PTSA)</strong></td>
<td>Grades 9-12</td>
<td>Principal Assistant Principal Director of Guidance Parents</td>
<td>ASCA: M1, M2, M3, M5, B-LS 6, B-LS 9, B-SMS 6, B-SS 3, B-SS 8, B-SS 8</td>
<td>Academic Social</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td><strong>Guidance website – a wealth of information/resource regarding time sensitive information and forms</strong></td>
<td>Grades 9-12</td>
<td>Director of Guidance School Counselors Web Technician (Syntax) Specialist</td>
<td>ASCA: M1, M2, M3, M4, M5, M6</td>
<td>Academic Social</td>
<td>On going</td>
<td></td>
</tr>
<tr>
<td><strong>Course selection/placement (AIS)</strong> notification process where families receive letters sent regarding courses and placement</td>
<td>Grades 9-12</td>
<td>Department Chairs Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance Course Catalogue</td>
<td>ASCA: M2, M3, M4, B-LS 1, B-LS 7, B-SMS 8, B-SS 3, B-SS 8</td>
<td>Academic</td>
<td>January-June</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Planning</strong> (meeting with parent and student to make post secondary plans, go over naviance and set goals)</td>
<td>Grade 11</td>
<td>School Counselor Parent Student</td>
<td>ASCA: M1, M2, M4, B-LS 1, B-LS 7, B-LS 8, B-SS 8, B-SS 9</td>
<td>Academic College/Career</td>
<td>February-March</td>
<td></td>
</tr>
<tr>
<td><strong>AP Information Teacher</strong></td>
<td>Grades 9-12</td>
<td>Principal Department Chairs Teachers</td>
<td>ASCA: M1, M2, M4, B-LS 6, B-LS 7, B-LS 8, B-SS 8, B-SS 9</td>
<td>Academic</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>
Teachers meet with students and communicate with parents what students need for AP courses and AP exams.

<table>
<thead>
<tr>
<th>Remind-SMS services to test important information</th>
<th>Parents of students 9-12</th>
<th>1</th>
<th>School Counselors All staff Administration Remind Software</th>
<th>NYSSLE 1B.4b, 3B.4b</th>
<th>Social</th>
<th>On going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Line Service- Translation Service provided for ENL families</td>
<td>9-12</td>
<td>1</td>
<td>Counselors All Staff Administration Language Line Service</td>
<td>NYSSLE 1B.4b, 3B.4b</td>
<td>Academic social Emotional Career</td>
<td></td>
</tr>
<tr>
<td>Orientation/Open Houses /Building Tours-Provided for 9th grade students to assist with transition to High School</td>
<td>9th grade students and parents</td>
<td>1</td>
<td>Principal Assistant Principal Director of Guidance Classroom Teachers Psychologist Social Worker Faculty Selected Members</td>
<td>ASCA: M1, M3, M6 NYSSLE:1A.4c, 1A.5c2C.4a</td>
<td>Academic Social</td>
<td>June</td>
</tr>
</tbody>
</table>

**A. Program Objective:** To address the social emotional needs of students and foster positive social interactions by utilizing Social Emotional Learning Competencies (SEL).

**B. Target Population:** Grades 9-12

**C. Expected Outcome(s):**
1. Students will be knowledgeable of what the SEL competencies are.
2. Parents will be encouraged to have monthly family reflection nights.
3. Teachers, counselors, admins will foster SEL competencies.
4. Students will be recognized for their SEL competencies.

**D. Annual Assessment:**
1. Parent feedback during formal and informal meetings
2. Student feedback on sense of belonging.
3. Observations by the guidance counselors, administration, and staff
4. Student Eagle Awards
E. Program Description:

<table>
<thead>
<tr>
<th>Activity/Objective</th>
<th>Target Group</th>
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<th>Staff Assigned &amp; Resources</th>
<th>Standard (ASCA Mindsets &amp; Behaviors, CDOS, SEL)</th>
<th>Domain</th>
<th>Date(s) of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning for SEL lessons</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Principal Assistant, Assistant Principal, Teacher</td>
<td>NYSSCL: 1A.4a, 1A.4b, 1A.4c, 1A.4a, 1A.5a, 1A.5b, 1A.5c, 2A.4a, 2A.4b, 2A.5a, 2A.5b, 2B.4a, 2B.5a, 2B.5b, 2C.4a, 2C.4b, 2C.5a, 2C.5b, 2D.4a, 2D.4b, 2D.5a, 2D.5b, 3B.4a, 3B.4b</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Top 20 teens/curriculum Classroom Lessons</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans, School Counselors, Health Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative planning for SEL lessons</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEL Committee- Committee made up of various stakeholders (i.e. parents, teachers and admin) that meets quarterly, trains staff, analyzes trends.</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Principal Assistant, Assistant Principal, Faculty Members, Counselors, Director of Guidance, District wide admins, Teachers, Parents</td>
<td>NYSSCL: 1B.4a, 1B.4b, 1B.5a, 1B.5b, 1B.5c, 2B.4a, 2B.4b, 2B.5a, 2B.5b, 3A.4b, 3A.5b, 3B.4b, 3B.5a, 3C.4b, 3C.5a, 3C.5b</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Committee made up of various stakeholders (i.e. parents, teachers and admin) that meets quarterly, trains staff, analyzes trends.</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiatives to promote social emotional awareness are also discussed</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Eagle Awards- awards given out for students who have demonstrated good character</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Director of Guidance, School Counselors, Teacher Referrals, Eagle Award Nomination form, Awards Display, Positive Parent Phone call</td>
<td>NYSSCL: 1B.5a, 1B.5b</td>
<td>Social Emotional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Eagle Awards- awards given out for students who have demonstrated good character</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families encouraged to participate SEL reflections, notices sent home</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Department Chairs, Classroom Teacher, Principal Assistant, Principal Parents</td>
<td>NYSSCL: 1A.4b, 1B.4b, 1B.5a, 2C.5b</td>
<td>Social Emotional</td>
<td>Monthly</td>
</tr>
<tr>
<td>Monthly Reflection Night</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families encouraged to participate SEL reflections, notices sent home</td>
<td></td>
<td></td>
<td>Top 20 Teens Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Morning Meeting</strong>-To have students discuss with teachers their reflections to build teacher-student relationships.</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Department Chairs Classroom Teachers School Counselors Principal Assistant Principal Director of Guidance</td>
<td>NYSSEL: 3B4b. 3C.4a, 3C. 4b, 3C.5a, 3C.5b</td>
<td>Social</td>
<td>Monday's</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td><strong>Individual/group Counseling</strong> by referral from meeting, and social emotional goals</td>
<td>Grades 9-12</td>
<td>1-3</td>
<td>Counselors Social Workers Psychologist</td>
<td>NYSSEL: 1A.4a, 1A.4b, 1A5a, 1A.5c, 1C.4a, 2A.4a, 2A.4b, 2A.5a, 2A.5b, 2D.4a, 2D.5a, 3B.4a</td>
<td>Social</td>
<td>On going</td>
</tr>
<tr>
<td><strong>Eagle Eyes Club</strong>-A club to promote social interactions between general and special education students.</td>
<td>Grades 9-12</td>
<td>1</td>
<td>Club Advisors School Psychologist</td>
<td>NYSSEL: 1B.5c, 1C.4b, 2A.5b, 2B.4b, 2B.5b, 2D.4b, 2D.5b</td>
<td>Social</td>
<td>On going</td>
</tr>
</tbody>
</table>
References


