

**PLAINVIEW-OLD BETHPAGE
CENTRAL SCHOOL DISTRICT
2022-2023**

**School Counseling Department
K-12 School Counseling Plan
2022-2023**

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**Writers:
Joseph Izzo, Nicolette Lodato, Laura Ok, Stephanie Ralton, Stephanie Zeidner**

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

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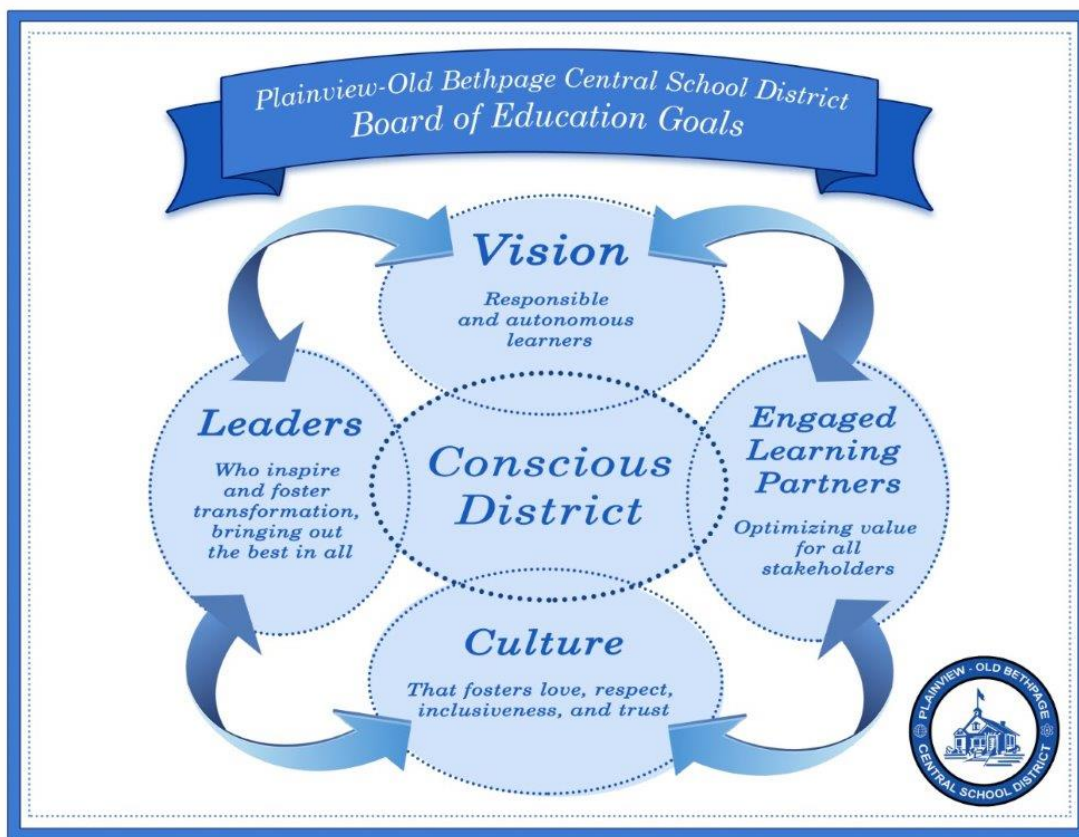
The Plainview-Old Bethpage School District, under the requirements of Title IX, Part 86, does not discriminate on the basis of sex in the educational program or activities which it operates either in the employment of personnel or the administration of students. The Plainview-Old Bethpage Central School District hereby gives notice that it does not discriminate on the basis of handicap in violation of ADA or section 504 of the Rehabilitation Act of 1973. The school district further gives notice that it does not discriminate in admission or access to its programs and activities.

Mission Statement

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students to productively participate in a diverse and ever-changing world as self-directed, confident, curious, respectful and empathetic learners.

We do this by providing the necessary resources and support to:

- create a safe, inclusive environment where all students feel a sense of belonging;
- meet each student's social, emotional, academic, and physical needs; and,
- engage our learning partners in active collaboration and communication.



Overview

In accordance with New York State Education Department regulations, yearly revisions are to be made to the K-12 School Counseling Plan. The overall goal of the 2022-2023 revisions is to maintain consistency with the New York State Education Department School Counseling regulations. In addition, the Plainview-Old Bethpage Central School District recognizes the importance of social-emotional learning and mental health. The School Counseling department will continue to review and reflect upon our comprehensive counseling program, to ensure we maintain compliance with the NYSED.

K-12 School Counseling Plan

2022-2023

Plainview-Old Bethpage Central School District
Plainview, New York

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Introduction

Mission Statement

The Plainview-Old Bethpage School Counseling Department’s mission is to promote each student’s academic, social and emotional development, while assisting the student with post-secondary planning. Our focus is to create a collaborative environment with students, educators, and parents by helping students develop the independence necessary to make sound decisions and positive life choices. Inherent in this philosophy is our recognition of the value and uniqueness of every student.

Commissioner’s Regulations 100.2

j. **School Counseling Programs**

1. **Public schools.**

Each school district shall have a School Counseling 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 School Counseling 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 parent 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

Plainview-Old Bethpage Central School District K-12 School Counseling Program

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 the services of personnel certified or licensed as school counselors.

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.

New Regulations Effective July 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here: <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>.

This School Counseling document is designed to provide additional direction for school districts as they implement the amended regulations. The New York State Education Department (“The Department”) amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”

The Department’s Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote

Plainview-Old Bethpage Central School District K-12 School Counseling Program

positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.¹ Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. ²

¹ Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. *Education and Urban Society*, 42(4), 407-429
² Shindler, J., Jones, A.D., Taylor, C., Cardenia, H. (20-16). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving climate. *Journal of School Administration and Development* 1(1), 9-16.

Overview of Document Design

This document is divided into sections that provide a comprehensive plan in the following areas:

- Student Social/Emotional Interventions
- College and Career Planning
- Scheduling
- Student Achievement and Academic Interventions
- Transitions
- Community Education and Support
- Record Keeping
- Professional Development
- Counseling Publications

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

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

School Counseling is an essential aspect of the education experience for all children. It is through the School Counseling program and counseling relationship that students are helped to interpret and integrate the world in which they live. The K-12 District School Counseling Plan sets forth a framework to enable each school in the Plainview-Old Bethpage Central School District to plan, organize, and implement a school counseling program designed to meet the needs of the entire student body.

School Counseling Staff

Director of Guidance.....Laurie B. Lynn

Elementary Counselors

Judy Jacobs Parkway Elementary School

Stratford Road Elementary School

Nicolette Lodato

Old Bethpage Elementary School

Pasadena Elementary School

Stephanie Zeidner

Middle School Counselors

H.B. Mattlin Middle School

David Goldberg

Andrea Luzzi

Stephanie Ralton

Cathryn Riley

Plainview-Old Bethpage Middle School

Laura Ok

Irene Petrsoric

Barbara Rusnack

Valerie Zaffers

High School Counselors

Plainview-Old Bethpage John F. Kennedy High School

Jessica Baker

Domenick DiDomenico

Sara Egosi

Joseph Izzo

Daniel Jarmon

Jason Miller

Cristina Rivas-Laline

Jennifer Siegel

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades K-4

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> ● Guest Speakers ● Career Day/week ● Career Exploration ● Field Trips/Tours 	<ul style="list-style-type: none"> ● Cross-Curriculum Learning/Projects ● Project Based Learning ● Group Projects 	<ul style="list-style-type: none"> ● Project Based Learning ● Technological Training and Application ● Group Projects 	<ul style="list-style-type: none"> ● K-2 visit a virtual career town and learn about different types of jobs in a community ● Exploring O*Net students in grade 3 & 4 can take an interest inventory and specifics about requirements needed for future career

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades 5-8

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	Students who choose a career major will acquire the career specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> ● Career Awareness ● Speakers ● Career Day ● Career Fair ● Transition Counseling ● Peer Mentoring 	<ul style="list-style-type: none"> ● Naviance Cluster Finder ● Integrated Academic / Vocational Programs ● Project Based Learning ● Transition Counseling ● Peer Mentoring 	<ul style="list-style-type: none"> ● Project Based Learning ● Transition Counseling 	<ul style="list-style-type: none"> ● Career Awareness ● Speakers ● Career Day ● Career Fair ● Transition Counseling ● Peer Mentoring

New York State Learning Standards Career Development, Occupational Studies And Curriculum Framework

Grades 9-12

Standard 1 Career Development	Standard 2 Integrated Learning	Standard 3a Universal Foundation Skills	Standard 3b Career Majors
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	Students who choose a career major will acquire the career specific technical knowledge/ skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

School Based Examples	School Based Examples	School Based Examples	School Based Examples
<ul style="list-style-type: none"> ● Career Awareness ● Speakers ● Volunteer Fair ● Career Clinic ● Field Trips / Tours ● Work Simulation ● Barry Tech ● GC Tech ● LIHSA ● Naviance Family Connection ● Transition Counseling ● Internship Program 	<ul style="list-style-type: none"> ● Career Major Cluster ● Integrated Academic / Vocational Programs ● Project Based Learning ● Barry Tech ● GC Tech ● LIHSA ● 3 CTE NYS program endorsements - Business Law, Business Management and Early Childhood Education ● Naviance Family Connection ● Transition Counseling ● Internship Program 	<ul style="list-style-type: none"> ● Project Based Learning ● Technological Training and Application ● Barry Tech ● GC Tech ● LIHSA ● 3 CTE NYS program endorsements - Business Law, Business Management and Early Childhood Education ● Transition Counseling ● ACCES-VR ● Internship Program ● Supervised Work Experience 	<ul style="list-style-type: none"> ● Career Major Cluster ● Technological Training and Application ● Vocational Program ● Barry Tech ● GC Tech ● LISHA ● 3 CTE NYS program endorsements -Business Law, Business Management and Early Childhood Education ● College 101 Program ● Transition Counseling ● ACCES-VR ● Supervised Work Experience

Educational Career Plan Overview

Career Development and Occupational Studies Standards	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard 1: Career Development Students will develop an awareness of the world of work; explore career options and related personal skills, aptitudes and abilities to make future career decisions.	x	x	x	x	x	x	x	x	x	x	x	x	x
Careers in the Local Community Programs and activities in which students identify and describe different careers in the community and their interdependence.	x	x	x	x	x	x	x	x	x	x	x	x	x
Career Awareness Programs and activities in which students identify and describe different careers in the community and their interdependence.	x	x	x	x	x	x	x	x	x	x	x	x	x
Career Development Plan Students identify and document their interests, skills and achievements in a common or portable planning form.				x	x	x	x	x	x	x	x	x	x
Career Fair / Career Day A special event in which students meet and talk to a variety of workers in different occupations.						x	x	x	x				
Occupation-Related Tasks Students work collaboratively on task documenting various occupations, the academic requirements needed for those occupations and the likely working conditions.									x	x	x	x	x
Local, State Job Opportunities Programs and activities in which students identify and explore careers at both the local and state levels.								x	x	x	x	x	x
Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.								x	x	x	x	x	x
Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundations skills and competencies essential for success in the workplace.									x	x	x	x	x
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 achievement and success in post-secondary programs.									x	x	x	x	x

Student Social/Emotional Interventions

Optimally, students come to school ready to learn. However, there may be factors that negatively impact student attendance and learning. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise, the School Counseling staff has a variety of ways to deal with them. These can include interventions within the school or referral to outside agencies. Interventions are made when a student has attendance, behavioral, home or academic problems.

In-school intervention may consist of crisis counseling, individual counseling, and referral to the student review team or referral to the Committee for Special Education. Students may be referred to our school psychologists/social workers/substance abuse counselor to help resolve disputes. In some cases, when interventions have been unsuccessful or when students or parents are unable, or unwilling to come to the school to meet, a home visit may be made.

If issues that students and families deal with are beyond the realm of what the school is able to offer, referrals are made to community agencies. This could involve outside counseling or intervention services, such as a PINS petition. These interventions are all focused on helping the student and/or the family to be in a better position to be successful.

Through our district's collaborative partnership with Northwell Health, school counselors are the front lines in initiating the process of referrals, along with our pupil personnel team. Strategies may be applied in a school setting, the Northwell team may be engaged to support students and school clinicians, and consultation services may be rendered. Students can then be connected to appropriate levels of care, with ongoing monitoring and collaboration. This team based approach has included referrals to outpatient services (COBS), partial hospitalizations, and in patient support for the highest risk students.

Individual and Group Counseling

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	Ongoing

Need	Objective	Activity
Students need to meet with their counselors on an individual and group-basis.	Students will receive academic, social, and emotional School Counseling on an individual and group-basis.	All services will be based upon student needs; academic counseling, social and emotional counseling, crisis intervention, conflict resolution, mediation, bereavement, changing families counseling, anger and stress management, new student liaison, time management and organizational skill building, study skills counseling, transition planning, career counseling, decision making skills building, public speaking and interview coaching, problem solving training

Outcome	Evaluation	Staff	Resources	Preparation
Students will build a rapport with his/her counselor and demonstrate social, emotional, and academic growth.	Student surveys and general feedback	School counselors	Counselors, ongoing professional development	Planned activities for groups, ongoing professional development, open communication with student's team (i.e. parents, teachers), communication with outside treating professionals

Elementary Push-In Lessons

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Fall, Winter, Spring	As needed	45 minutes

Need	Objective	Activity
Students need classroom lessons that address social/emotional topics.	Students will gain a greater sense of self awareness through lessons that strengthen character and support social and emotional needs.	Each 1-4 classroom will receive a push-in lesson in fall, winter, and spring. <i>K students will receive social lessons through K Play 1 in a 6 day cycle & class push in lessons as needed</i>

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills that are immediately applicable in their daily life.	Students will participate in exit ticket activity to evaluate understanding.	Counselor, teachers, support staff	Research based practices	Counselor will determine push-in needs based on feedback from parents/guardians, administrators, and teachers as well as specific POB elementary school needs and topics that address current events or trends. Counselor and teachers will work together to create a mutually convenient schedule for push-in as the teacher will act as a support for the counselor.

K Play Social Lessons

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Year Long	As needed	45 minutes/ 1x 6 day cycle

Need	Objective	Activity
Kindergarten students are new to the school and learning how to navigate social skills such as negotiation, problem solving, friendship, sharing, respect, etc.	Students will gain a greater sense of self awareness through social lessons and free play that strengthen their social growth.	K students will receive social lessons 1 in a 6 day cycle and then free play to apply those skills. On the spot skill set learning.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills that are immediately applicable in their daily life.	Informal observation and notes will be kept	Counselor, teacher, support staff	Research based practices	Counselors will set up K Play classroom where students will come as a special and free play to learn and practice new social skills.

Elementary Parent Workshops

Target Grade	Time Frame	Preparation Time	Activity Duration
K-4	Year Long	As needed	

Need	Objective	Activity
Parents/Guardians need the opportunity to gather information, learn new skills, and share best practices.	Parents/Guardians will acquire more skills in order to support their child’s academic, social, and emotional needs.	All elementary parents/guardians will be invited to parent workshops on various topics throughout the year.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain more support from their parents/guardians as parents/guardians gain more skills to support academic, social, and emotional needs.	Parents/Guardians will complete post-workshop survey to provide evaluation of workshop and to provide feedback for improvements.	Counselor, teachers, mental health counselors, and school social workers, administrators and support staff.	Evidenced-based curriculum	All parents/guardians will be invited to complete a survey and to engage in a conversation about topics in which they hope to cover in parent workshops.

Middle School Classroom Lessons

Target Grade	Time Frame	Preparation time	Activity Duration
5-8	Year long	As needed	41 minutes

Need	Objective	Activity
Students need intentional classroom lessons that address social, emotional, and behavioral needs.	Students will learn skills that strengthen academic performance, character and support social and behavioral needs with the purpose of building skills for positive citizenship.	Counselors will provide instruction to address social, emotional, and/or behavioral concerns affecting a class, or on an as needed basis.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills that are immediately applicable in their daily life.	Students will participate in exit ticket activity or e-ticket activity to evaluate understanding.	Counselor, teachers, mental health counselor, and school social worker.	Research based practices	Counselor will determine needs based on feedback from parents/guardians, principals, and teachers as well as specific middle school needs and topics that address current events or trends. Counselor and teachers will work together to create a mutually convenient schedule for lessons.

5th Grade Academy

Target Grade	Time Frame	Preparation time	Activity Duration
5	Year long	As needed	41 minutes

Need	Objective	Activity
5th graders need instruction on adjusting to middle school life.	Students will learn skills that strengthen character and support overall positive mental health well being.	Counselors will provide direct instruction on topics that include self management, relationships and resource management.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills to aid in transition to middle school.	Students will participate in exit ticket activity or e-ticket activity to evaluate understanding.	Counselor, 5th grade core teachers, and physical education teachers	5th Grade Academy curriculum	Counselor and teachers will work together to create a mutually convenient schedule for lessons.

Large Group Instruction

Target Grade:	Time Frame	Preparation Time	Duration
K-12	Year long	As needed	As needed

Need	Objective	Activity
Students need intentional large group instruction that addresses varied academic, social, emotional, and behavioral needs.	Students will be able to learn information regarding pertinent topics, including but not limited to, mental illness, substance abuse, coping skills, and resiliency.	Large group instruction in our auditoriums will be based on factors such as school climate, school-wide initiatives, parental concerns, and current trends in mental health awareness.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain skills and knowledge that will enhance their educational and personal experiences.	Small group follow ups, e-evaluations.	School counselor, mental health counselor, social workers, psychologists, administrators	Research and evidence-based practices	Counselors will determine needs based on feedback from parents/guardians, administrators, and teachers.

Child Protective Services Referrals

Target Grade:	Time Frame	Preparation Time	Duration
K-12	When necessary	30 minutes	1-2 hours

Need	Objective	Activity
Student safety	Students will be supported when their safety may be compromised and to report incidents as mandated.	If a student describes an incident that warrants a report to Child Protective Services, that initial person is obligated to call CPS and file a report. If a physical injury is reported, the student will be seen by the school nurse for documentation. If a CPS worker visits the school, the counselor will stay with the student during questioning. Counselors will follow up taking any necessary and appropriate steps needed. The principal and PPS director will be informed.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be safe and supported, allowing them to refocus on their education. Agency investigates allegations.	Student and staff follow-up.	All Faculty, Counselors, Social Workers, Psychologists, Nurses, Administrators	Child Protective Services Forms	Staff involved will compile data and evidence for referral, call CPS and file report if accepted, and inform building principal/PPS director.

Risk-Assessments

Target Grade:	Time Frame	Preparation Time	Duration
K-12	When necessary	As needed	Ongoing

Need	Objective	Activity
Students need to be assessed when safety concerns arise.	Students expressing suicidal ideations, or at risk of self harm, will be assessed by school social worker or psychologist to determine the level of risk, necessary action, and follow-up. Counselor may assist.	If a concern of self harm or suicidal ideation is brought to the attention of a staff member, school social workers or psychologists will perform a risk assessment and follow district protocol.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be safe and supported, allowing them to refocus on their education.	A report is provided to administrators following the assessments with an action plan.	All Faculty, Counselors, Social Workers, Psychologists, Nurses, Administrators	Suicide and Risk-Assessment Forms, Students at-risk handbook.	Staff members will receive ongoing training to review district protocol, policies and best practice.

Room 2 Breathe

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	Year long	As needed	Ongoing

Need	Objective	Activity
Students need a greater awareness of self regulation strategies and resources available.	Counselors will help students utilize the Room 2 Breathe (R2B) space at JFKHS.	Students will be able to access the Room 2 Breathe after meeting with a counselor or administrator.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be able to access a space in school that allows for a safe response to stressors and enhance positive coping skills.	Attendance collected and student surveys.	School counselors, administrators, social workers, psychologists, aide assigned to room	R2B physical space, art supplies, online applications, guided meditation apps, manipulatives.	Room will be adequately stocked prior to usage. Student contracts will be signed prior to using room.

Bullying Prevention Awareness

Target Grade:	Time Frame	Preparation Time	Duration
K-12	Sept.-June	As needed	4 hours

Need	Objective	Activity
Students need to become comfortable with recognizing, preventing and reporting bullying. Students will feel confident in their ability to report bullying protecting themselves and classmates to create an inclusive and safe school environment.	Students will be given the opportunity to learn about, discuss and recognize the importance of being an upstander. Students will feel confident reporting bullying at school.	School counselors, social workers and psychologists and teachers will develop a series of activities, including announcements and school wide activities. activities to celebrate Unity day. Resources will also be shared on the District Website and the counselors social media. The wearing of orange during one of the days during this time has also been announced and promoted to create a safe and united school community.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be provided with safe spaces to identify and report bullying behavior.	Anecdotal feedback from students and staff.	All Faculty, Counselors, Social Workers, Psychologists, Nurses, Administrators	As needed for planned activities. Vary year to year. Say Something App available to all students and families.	Counselors , social workers and psychologists plan as needed during department meetings.

Mental Wellness

Target Grade:	Time Frame	Preparation Time	Duration
K-12	Sept-June	As needed	4 hours

Need	Objective	Activity
With an adolescent mental health crisis peaking, students need more opportunities to explore mental health awareness as an expectation rather than a stigma.	Students will be given the opportunity to discuss and recognize the importance of mental health awareness.	Support staff members develop a series of activities across all buildings. Wearing green during Mental Health Awareness Month during this time has also been announced and promoted.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be provided with safe spaces to publicly promote mental health awareness without fear of stigma.	Anecdotal feedback from students and staff.	All Faculty, Counselors, Social Workers, Psychologists, Nurses, Administrators	As needed for planned activities (ie. rocks, chalk, candy).	Social workers, psychologists, and counselors plan as needed during department meetings.

College & Career Planning

The K-12 counseling program prepares students for life after Plainview-Old Bethpage John F. Kennedy High School. This process involves making parents/guardians and students aware of academic requirements as well as providing appropriate and rewarding school-to-college/work experiences to students. The elementary, middle school and high school counselors provide transitional programming at every stage, with the ultimate goal that the students make the successful adjustment from high school to college, the military or post-secondary employment.

Counselors develop appropriate schedules for students in accordance with the state and local learning standards as implemented by the New York State Department of Education. Exposure and exploration of careers is introduced in elementary school. Developing career awareness utilizing Naviance software and other means begins at the middle school level. Career fairs, the processing of college applications, and providing students access to military and college representatives contribute to a comprehensive school-to-college/ career program.

Elementary Career Exploration

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	May-June	As needed	5 hours

Need	Objective	Activity
Students need to identify and explore their interests and how their interests may impact their post-secondary plan.	Students will develop and gain insight into their own interests and careers in order to foster and encourage student interest and exploration.	Students will participate in grade level activities that focus on interest and career development.

Outcome	Evaluation	Staff	Resources	Preparation
Students will gain an understanding of personal interest and be more knowledgeable of several careers.	Students will complete exit activities relating to their interests and potential career path.	Teachers, counselors, administrators, parents/guardian, library and media specialist	Parents/Guardians, community members, various multimedia platforms	Students will be divided into age-appropriate groups and participate in large group activities to identify interest and potential career paths. Various small group activities and follow up lessons will be provided.

Elementary Senior Walk

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	June	3 hours	1 hour

Need	Objective	Activity
Students need to be exposed to positive role models in their own school community.	Students will be exposed to positive role models	Graduating seniors will walk through the elementary school they once attended as current elementary students sit in the hall and cheer them on.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be exposed to positive role models in their school community and be more knowledgeable in regard to the POB school experience and post-secondary plans.	Students can ask seniors questions and be given a future me activity to complete when they return to their classrooms.	Teachers, counselors, support staff, parents/guardians	Infinite Campus	Graduating seniors will need bussing to get to their former school. This will take place in the auditorium of the schools.

Middle School Interest & Career Exploration

Target Grade	Time Frame	Preparation time	Activity Duration
5-6	Year-Long	As needed	Ongoing

Need	Objective	Activity
Students need to continue to explore their interests and gain an understanding of how their interests can connect to future career goals.	Students will be able to identify specific strengths and skills that will build the connection between their interests and potential career.	Counselors will meet individually and/or hold classroom presentations with students to discuss strengths, interests, and skills and how to foster those interests through in-school and outside activities.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be able to identify their own interests and how they relate to potential career paths.	Annual Individual Progress Review Plan	Middle school counselors	In-school opportunities, community resources	Counselors will schedule appointments with students.

Eighth Grade Career Fair

Target Grade	Time Frame	Preparation time	Activity Duration
8	Fall/ Spring	10 hours	4 hours

Need	Objective	Activity
Students need to be exposed to careers and the educational requirements necessary to qualify for jobs in those fields.	Students will explore careers that fit their interests and abilities, facilitating their college major choices selection process.	8th grade students will be exposed to the field of entrepreneurship and encouraged to think outside the box for career opportunities and ways to participate in our global economy. Follow up activities in the FACS classes after the career fair.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of several careers as well as learn what the expectations and educational requirements are for those careers.	Students will complete interview forms as an assignment.	Family and Consumer Science (FACS) teachers and middle school counselors	Parents/Guardians, community members, volunteers in different occupations	Family and Consumer Science (FACS) teachers and middle school counselors will work with students to introduce and explore career interests via Naviance Cluster Finder. Results will be discussed in class and individually. Students will then be encouraged to develop interview questions in advance of the Career Fair in order to further explore their interests with the community representatives.

Naviance Software College and Career Planning

Target Grade	Time Frame	Preparation time	Activity Duration
7 - 12	Year-Round	4 hours	Initial class period & ongoing

Need	Objective	Activity
Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.	Students will explore careers that fit their interests, hobbies and abilities, facilitating their post secondary selection process.	Counselors will meet with students during individual conferences and in-school workshops. Students will take an interest inventory (Naviance Cluster Finder) to help them research and focus on a career. Once a general pathway is decided upon, a variety of other factors including college size, geographic location, and acceptance rate will be factored into the search. Students with special needs will participate in the Cluster Finder yearly, as a part of their transition planning.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be knowledgeable of career and college resources, expectations and requirements.	Students will enter into post-secondary training in a career / major that fits their interests and abilities.	School counselors and teachers	Computer lab, computers, Naviance Center software, health classrooms, Family & Consumer Science classrooms	Counselors will schedule sessions with each class, administer career interest inventory during scheduled classes, and attend Naviance workshops.

Career Clinic

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	Fall semester	As needed	2 hours

Need	Objective	Activity
Identifying how interests, strengths, and abilities can connect to future careers remains an important need, especially given the changing configurations of the world of work in our new post COVID 19 economy.	Students will be able to access and identify online and in-person resources and support to help achieve maximum success in high school and pursue post high school goals.	A weekend workshop that allows students to take personality tests and create interest inventories. Naviance Career Cluster activities and O’Net resources will be utilized. Business teachers will co-facilitate clinic to teach students about additional, related opportunities that can be generated from student activities, such as internships and CTE courses of study.

Outcome	Evaluation	Staff	Resources	Preparation
Students will synthesize learning to maximize their overall high school experience in curricular and co-curricular pursuits. Students will make better choices about post-high school options.	Continued spiraling back to workshop topics in subsequent meetings with counselors. Additional connections with business teachers for interested students.	Administrators, school counselors, business teachers.	Lesson plan developed with paper and digital resources.	Participating counselors and teachers will update clinic lesson plan as needed or indicated.

Financial Aid Night

Target Grade	Time Frame	Preparation time	Activity Duration
9-12	1 Evening Program	2 Hours	2 Hours

Need	Objective	Activity
Parents/Guardians and students need information regarding financial planning for college and how to complete financial aid forms.	Counselors will provide financial planning information and support for parents/guardians and students for the complex process of applying for financial aid.	Parents/Guardians and students will be invited to attend a financial aid evening program. A financial expert will also present on topics including FAFSA and the CSS Profile. This program may be in person or virtual.

Outcome	Evaluation	Staff	Resources	Preparation
Parents/Guardians and students will better understand and successfully complete the college financial aid application process.	Written evaluation from participants.	Financial expert speakers, clerical team, Director of Guidance	Eblasts to parents/guardians, announcements, webpage links	Counselors will contact college financial planning service representatives, send information to parents/guardians, and prepare handouts.

Sophomore College Tour

Target Grade	Time Frame	Preparation Time	Activity Duration
10	Winter	12 hours	1-3 Days

Need	Objective	Activity
Students need real world, firsthand information about college campuses, programs, and communities. Students need to learn how to begin the college search process.	Counselors will provide an overnight program for students to visit a number of college campuses and surrounding areas.	A bus tour to different locations each year, where students see varied criteria related to college campuses and programs such as location, enrollment, academics, financial aid, campus activities, living situations and admissions.

Outcome	Evaluation	Staff	Resources	Preparation
Students will better understand the college search process as well as their own personal interests in various college programs.	Anecdotal feedback	Counselors, administrators, chaperones	E-blasts, mailings, college gear.	Counselors will send information to parents/guardians via E-blast. There will be an informational meeting for parents/guardians prior to the trip.

Junior College Rep Talk

Target Grade	Time Frame	Preparation time	Activity Duration
11	March	3 hours	2 hours

Need	Objective	Activity
Students and their parents/guardians need additional information and assistance as they continue to plan post high school activities.	Counselors will inform parents/guardians and students about the various facets of the college application process, including college resume building, essay writing, course selection, and finding the best post-secondary fit.	An evening meeting will be held with parents/guardians and students to reinforce an organized approach to actualizing their college and career plan. Speakers will be invited to share perspectives on how to select a college and best utilize financial opportunities. A question and answer session follows presentation.

Outcome	Evaluation	Staff	Preparation
Parents/Guardians and students will become greater informed on how to proceed with their college and career plans.	Feedback solicited after the program.	Counselors, guest speakers – college representatives, School Counseling clerical team	Counselors will invite guest speakers to speak about the college admissions process review. School counseling office will produce information packets to be given to students and parents/guardians. A table with college related resources will be available to all students and parents/guardians in attendance. Program may be in-person or virtual.

Junior Conferences

Target Grade:	Time Frame	Preparation time	Activity Duration
11	Spring	60 minutes/student and parent	1 hour

Need	Objective	Activity
Juniors need specific information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals.	Counselors will explain the college/career application process, gather information on future plans, and give information on colleges that is specific to the individual student's needs.	Counselors meet with each junior to review the intricacies of the college application process. Parents/Guardians will be invited to attend. College search information and resources will be reviewed and college visitation is encouraged. Discussions include appropriate academic rigor, letters of recommendation, resume building, college essay writing and SAT/ACT information.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have the necessary information to embark on the college/career search process. Students will be aware of graduation requirements and the importance of academic success.	Observation during senior conferences allows counselors to assess preparedness for post high school transition.	Counselors, School Counseling clerical team	Transcripts, recommendation request forms, activity sheet sample, parent brag sheet (available as Google Form), POB Guide to College Admissions packet -most resources available on a specially prepared guidance webpage	Counselors will review information to be covered. Counselors will update all sheets for students and copy, compile sheets into a folder for each student. review each student's transcript, determine credits earned, diploma type, and courses and exams needed. Counselors will schedule a conference with each student, send passes and follow up with students or reschedule as needed.

Senior Information Night

Target Grade	Time Frame	Preparation time	Activity Duration
12	September	3 hours	2 hours

Need	Objective	Activity
Students and their parents/guardians need a review of the college application process.	Counselors will dispense college application information to parents/guardians and students as a review of the process.	Counselors will present information on the college application process. A question and answer session follows presentation. Program may be in-person or virtual.

Outcome	Evaluation	Staff	Resources	Preparation
Students and their parents/guardians will understand the college application process. Applications will be handed in on time and students will apply to appropriate colleges.	Feedback will be solicited after the program.	High school counselors and Director of Guidance	Handouts -all available on a specially designed guidance webpage.	Counselors will review presentation and update presentation with changes. Counselors will help produce and prepare handouts.

College Fair and Individual College Visits

Target Grade:	Time Frame	Preparation time	Activity Duration
9-12	School Year	10 hours	1 period per college visit

Need	Objective	Activity
Students need to become aware of post-secondary education opportunities in their college selection process.	Students will attend college fair and will meet with college representatives to gather information and determine their mutual compatibility.	Students will be made aware of college fair through eblasts, Naviance, daily announcements and individual conferences. Students will be made aware of individual college visits through Naviance and daily announcements. Students attend the meetings and talk directly to college representatives. They will be able to receive first-hand feedback regarding the school's programs, requirements and environment. Onsite admissions events and mock reads of application files will also be offered in collaboration with college admissions representatives wherever possible.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a better understanding of various college program offerings.	Students will narrow their list of desirable colleges.	High school counselors, admission representatives, committee with parent members, student led orchestra performance (in person only) and School Counseling clerical team	High school library, auditorium, gym, classrooms and School Counseling department offices	Counselors will confirm attendance of representatives, set up for College Fair, train College Ambassadors, hang posters of colleges for publicity, and list colleges in Naviance and on website.

College Application and Selection Process

Target Grade:	Time Frame	Preparation time	Activity Duration
12	School Year	15 minutes	Ongoing

Need	Objective	Activity
Completed college applications need to be processed.	Counselors will provide students with year-long School Counseling and supervision in the college selection and application process.	As an early offering in August, students will be invited to meet with counselors for application assistance during our “Operation Apply” activity. Students will meet repeatedly with their counselors to review the college selection process, ask questions and review college applications. Mid-year grades will be forwarded to colleges. Final grades will be sent to the college of choice.

Outcome	Evaluation	Staff	Resources	Preparation
Students will select appropriate colleges and programs.	Results of applications will be recorded in Naviance and End of Year Guidance Survey Report.	Counselors, School Counseling clerical team, teachers	Naviance, The Common Application, transcripts, senior file folders, recommendations and computers	Counselors will review student files, write letters of recommendation for each senior applying to a four year college, and contact college admissions representatives to provide them with the most up-to-date information about student, if needed.

PSAT, SAT and ACT Advisement

Target Grade:	Time Frame	Preparation time	Activity Duration
9-11	School Year	4 hours	Ongoing

Need	Objective	Activity
Students need to be given the opportunity to gain experience with college admissions testing.	Students will be provided with the opportunity to take standardized tests.	Standardized tests, specifically the PSAT, will be administered in October of the student's sophomore and junior year. SAT and ACT will be administered throughout the year. Exam dates and deadlines will be announced through the district calendar, eblasts, evening School Counseling sessions and individual conferences. Counselors must be familiar with test specifications.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the PSAT, ACT and SAT during their freshman-senior year. Students will also understand which tests are appropriate to take.	Counselors will receive feedback from students following exams. Students can also take part in SAT/ACT review courses and will receive interpretation of results.	High school counselors, teachers, administrators, School Counseling clerical team	Testing rooms, testing materials, registration forms, and eblasts	Counselors will help order tests, announce test dates, organize sign-ups, collect fees and student information, and make spreadsheets. Test Coordinator will notify and update custodians for rooms needed, read through exam materials to prepare for test administration, organize proctoring assignments, and train new proctors.

Standardized Test Interpretation/Implementation

Target Grade:	Time Frame
3 -12	School Year

Need	Objective	Activity
Students, parents/guardians, teachers and administrators need information on student scores.	Students, parents/guardians and teachers will be provided with a standard to compare student progress and achievement. Students, parents/guardians and teachers will be provided with a better understanding of the implications of these tests. School personnel will utilize assessment results when recommending AIS/Support classes.	Standardized tests will be scored and will be reported back to the school district. Counselors, administrators and teachers use these scores to appropriately plan instruction for students. The scores will be explained to parents/guardians and students as one means of determining student progress. Scores will be interpreted by using percentile ranks nationally and grade equivalents. Teachers will be provided scores of students to identify students who may need additional help.

Outcome	Evaluation	Staff	Resources	Preparation
Students, parents/guardians, and teachers will understand standardized test results and integrate that understanding into teaching/learning process.	Parents/guardians, students and teachers clearly understand test scores by successfully integrating the information to their specific needs	School counseling staff, teachers, administrators, psychologists and social workers	Testing results	Administration will order standardized tests/Regents Examination for school population.

Special Needs Standardized Test Registration

Target Grade:	Time Frame	Preparation time	Activity Duration
9-12	All Year	15 minutes per student	30 Minutes per student

Need	Objective	Activity
Students who possess a physical, learning or emotional disability need an opportunity to utilize the special testing services provided through The Educational Testing Service (ETS) and the American College Testing Program.	Students with disabilities will be provided with appropriate testing accommodations as approved by the College Board and ACT to fairly compete on college entrance examinations.	Information is sent to parents with instructions on how to request accommodations to the College Board and ACT. Process will be reviewed by counselors during 504 and CSE meetings. Counselors and school psychologists will gather the needed materials and information to assist families to fill out registration forms for students with disabilities. Once approved by College Board or ACT, each student under the supervision of a test proctor will be given his/her appropriate accommodations to complete the PSAT, SAT, Subject Tests, AP Examinations and/or ACT.

Outcome	Evaluation	Staff	Resources	Preparation
Classified students will participate in the special testing services provided for applicants with disabilities so as to give them every opportunity to achieve maximum success.	Students will have PSAT, SAT, Subject Tests, AP and/ or ACT scores which may be presented to colleges for admission or placement requirements/ college credit.	Counselors, administrators, psychologists, counseling office assistant, and proctors	Testing rooms, testing materials, registration forms, IEPs, most recent psychological testing results, credentials, and student health information	Counseling office assistant will provide IEP's and 504 plans. Counselors will contact school psychologist and guidance office assistant to accurately complete registration.

College 101

Target Grade:	Time Frame	Preparation time	Activity Duration
10-12	School Year	4 hours	Ongoing basis

Need	Objective	Activity
Students need to acquire knowledge of how to successfully navigate the college experience.	Counselors will help students understand academic, social, and emotional college expectations and resources.	A series of five workshops will be provided including: How to Communicate with College Representatives, Alumni Day, I'm Accepted...Now What?, Dollars and Sense of College, College Survival Seminar, Navigating the Unknown, and Operation Apply. These workshops can be held in person or virtually.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have the opportunity to attend a series of workshops and receive a College Readiness Certificate for their participation.	Application and acceptance rate to college will be collected and analyzed.	School counselors, School Counseling clerical team, and alumni	College 101 PowerPoints and handouts, College Readiness Certificate	Counselors will prepare College Readiness Certificates, College Kickoff Week Announcements, and College 101 Workshops flyers and announcements.

Scheduling

The School counseling staff actively collaborates with students in the scheduling process. Course selections are carefully designed for individual students based on their needs, future goals, and post-secondary desires. It is recognized that schedule adjustments will be necessary, with teacher, administrator, and parent input. Students' academic levels may be changed to enhance the quality of the education and overall academic success of the student.

It is critical that information from the elementary school counselor be shared with the middle school counselors and administrators, and that student information from the middle school counselors be shared with the high school counselors and administrators. Academic records will follow the student in the K-12 process. The students' cumulative folder will maintain all relevant student information and be kept confidential. Student report cards and transcripts will be reviewed for accuracy annually and filed in the cumulative folder.

Scheduling Workshops

Target Grade:	Time Frame	Preparation Time	Activity Duration
9-11	December	As needed	Period 10 remedial

Need	Objective	Activity
Students need the opportunity to discuss in a classroom setting the differences in course levels, sequences, and electives.	Students will be able to identify and understand basic differences in course offerings. Students will be able to identify new course offerings for the following school year.	Counselors will promote scheduling workshops as a “preview” of the scheduling process, and an opportunity to collaborate with their peers and counselors in a group setting. A PowerPoint presentation will be utilized by counselors as they engage students, answer questions, and check for understanding.

Outcome	Evaluation	Staff	Resources	Preparation
Students who attend this non-mandated workshop will be better able to articulate preferences when meeting with their counselors individually during the following month.	Counselors will be able to spiral back to workshop content when meeting individually with students who attended.	Counselors, teachers, administrators	Course selection sheets, PowerPoint presentation, and Infinite Campus	Counselors will meet with administrators, academic chairpeople, and coordinators to discuss course offerings. Counselors will update course selection sheet and PowerPoint presentation as needed.

Course Selection

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-11	January - April	As needed	Ongoing

Need	Objective	Activity
Students need assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	Students will design a realistic and rigorous class schedule to meet requirements and support post-secondary plans.	Students can access the Course Description Guide. Students will be expected to review their proposed schedule with parents/guardians. Counselors may meet with students individually for class selection depending on grade level. Students course requests will be input to Infinite Campus by the counselors. Counselors follow-up with students/parents/guardians regarding problems with their schedules. Failures will be rescheduled after summer school sign ups and again after summer school completion.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a schedule that supports his or her postsecondary plans, while assuring district and state compliance.	Students will meet their academic goals.	Counselors, School Counseling clerical team, coordinators, administrators	Course selection sheets and Infinite Campus	Counselors will meet with administrators, academic chairpeople, and coordinators to discuss course offerings. Counselors will update course selection sheet or course verification forms.

Schedule Adjustment

Target Grade:	Time Frame	Preparation time	Activity Duration
5-12	Ongoing	N/A	As needed

Need	Objective	Activity
Students may need schedule adjustments, and classes need to be balanced to ensure equity of opportunity.	Counselors will review all change requests and to assess their validity consistent with state and local graduation requirements, and to create course enrollments considerate of class size, student ability, gender, diversity, and student interest.	Students/parents/guardians will discuss possible schedule changes with their counselor. Teacher, parent, and administrator input will be ascertained.

Outcome	Evaluation	Staff	Resources	Preparation
Relevant changes will be made which do not limit or diminish student opportunity. Courses will be balanced.	Schedule changes and balanced classes will enhance the quality of the education that the student obtains and assist in the overall academic success of the student.	Counselors, teachers, principals, and administrators	Level change forms, Infinite Campus, up-to-date master schedule, and assessment scores	Counselors will review add/drop policy annually in order to adhere to district policy. Counselors will work during the summer to produce accurate schedules that reflect student academic needs and interest to minimize schedule adjustment.

Scheduling for Special Needs Population

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	School Year	As needed	30 Minutes per student

Need	Objective	Activity
Students that receive special education services need individualized schedules that reflect the programs on their IEP's.	Counselors will appropriately place students within their prescribed special education program.	Counselors will create and review schedules for students with special needs.

Outcome	Evaluation	Staff	Resources	Preparation
Schedules will be in compliance with IEP requirements.	The appropriate scheduling of students with special needs.	Counselors, special education teachers and administrators	Scheduling materials, student records, IEP information	Counselor/Administrator will attend annual reviews and IEP/504 meetings to gather information about child's prospective program. Counselors are expected to review outcome sheets and IEPs during the summer to match with student schedules.

Student Achievement and Academic Interventions

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school well prepared to meet the rigors of post-secondary education and/or the workforce: to be College and Career Ready. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways.

Not every student learns in the same way; therefore a variety of support is needed to help and encourage every student to acquire school success. Additional supports may take the form of general support classes, Academic Intervention Services, student tutoring, extra help from teachers, etc. The student review teams (i.e. Eyes Ears in Action (EIA), Response To Intervention) will review individual children who are struggling to help design additional supports for them to succeed. A multi tiered system of supports (MTSS) will be implemented district wide, as a more comprehensive framework for students who are struggling. There is every expectation that counselors will be essential in this implementation.

When necessary and when general education services and interventions have been exhausted, children may be referred to the Committee for Special Education for further testing to rule out disabilities that can be impeding upon a child's success and warrant additional services.

Student Progress Reports

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	School Year	As needed	30 Minutes per update

Need		Objective	Activity	
Parents/Guardians need to have access to their child's academic progress via progress reports and report cards through Infinite Campus (parent portal).		Parents/Guardians will be provided with ongoing information regarding the academic progress of their child.	Counselors will monitor students' academic progress and help determine necessary interventions. For students in grades 7-12, letters will be sent home to parents/guardians notifying them of at-risk and/or failing grades.	

Outcome	Evaluation	Staff	Resources	Preparation
Parents/Guardians will receive timely and informative feedback from teachers and counselors on the academic progress of their child.	Increased communication between parents/guardians, teachers, counselors.	Counselors, teachers, administrators	Phone, progress report forms, Infinite Campus Parent Portal, Email	Counselors will collaborate with teachers in terms of best practices for contacting parents regarding classroom performance.

Academic Acceleration in Middle School

Target Grade	Time Frame	Preparation Time	Activity Duration
6-8	March-July	As needed	Ongoing

Need	Objective	Activity
Students who have academic ability and strong work ethic need the opportunity to remain academically challenged.	Students will be identified in mathematics, science and/or art who have an interest in an accelerated program.	Students will be identified based on grade point average, teacher recommendation, and state assessment scores. Letters will be sent to students meeting the criteria. Students will have an opportunity to self-select into an accelerated course if desired, in consultation with counselors, teachers, and chairpeople.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be placed in accelerated classes for the upcoming school year.	Student academic success.	Administrators, school counselors, teachers, department chairpeople	Student grades, teacher recommendations, and assessment results	Counselors will thoroughly review student grades, standardized tests and teacher recommendations on a yearly basis. Counselors will work closely with math, science, and art department chairpeople to select students and notify parents/guardians. Counselors will monitor student grades and schedule parent/teacher meetings if necessary.

Regents Exams

Target Grade	Time Frame	Preparation Time	Activity Duration
8-12	October - June	On-going	2-3 hours

Need	Objective	Activity
Students and their parents/guardians need to be informed of state assessments required to graduate from high school and/or to receive various diploma types and credentials.	Students will have the opportunity to meet state exam graduation requirements.	Counselors will review students' records to determine diploma eligibility

Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for college-level courses.	Greater number of students will enroll in college level classes and earn college credits.	High school counselors, high school administration, department chairs, Assistant Superintendent of Curriculum and instruction	POB JFK High School Master Schedule	There will be an annual review of college level course offerings

College Level Courses

Target Grade	Time Frame	Preparation Time	Activity Duration
11-12	August-June	As needed	Ongoing

Need	Objective	Activity
Students need the opportunity to take college-level courses at POB JFK High School.	Students will take courses that will provide a variety of academic experiences. Students will be exposed to the rigors of college level work which can help with the transition to college, possibly earn college credits, help demonstrate college readiness, and enhance their chances of admission to college.	Counselors and faculty will discuss the benefits of taking college level course offerings to students and parents/guardians.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for college-level courses.	Greater number of students will enroll in college level classes and earn college credit	High school counselors, high school administration, department chairs, Assistant Superintendent of Curriculum and instruction.	POB JFK High School Master Schedule, course curriculum guide	There will be an annual review of college level course offerings, training of faculty, and articulation with college/university personnel.

Advanced Placement Program

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	September-May	As needed	Ongoing

Need	Objective	Activity
Students need to be given the opportunity to take challenging courses that can potentially earn them college credit/placement	Students will be offered courses that will expand their coursework and provide a variety of academic experiences.	Teachers will recommend students for AP courses. Input from counselors and teachers along with admission criteria (with self-selection policy) will help ensure appropriate placement in AP classes.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be programmed in AP courses based on teacher/counselor recommendations/consultations and student selection.	A greater number of students will take more challenging courses where they can meet with success, expanding the number of students taking Advanced Placement courses and Advanced Placement exams.	H.S. Counselors, H.S administrators, teaching staff, Advanced Placement coordinator, department chairs	JFK POB High School Master Schedule, College Board website.	Counselors will have individual meetings with students to determine appropriateness of AP courses. During the 2 week duration in May for exam: Director of Guidance and clerical team will coordinate Advanced Placement testing Testing accommodations will be provided to all those students who have been approved by the College Board.

High School Senior Awards Night

Target Grade	Time Frame	Preparation Time	Activity Duration
12	January-June	50-60 hours	3 hours

Need	Objective	Activity
Students receiving scholarships and awards will be acknowledged by the school and community.	Students will be recognized for their academic, athletic, and community accomplishments.	High school counselors, Director of Guidance, and the clerical team will serve as a scholarship committee keeping a database of all awards, contacts and presenters. The Director of Guidance will oversee the development of the program.

Outcome	Evaluation	Staff	Resources	Preparation
Students who have earned awards will be recognized by the school and community.	Number of students who are recognized at awards ceremony and input from presenters, parents/guardians, administrators and students. The amount of scholarship money raised to support college expenses for students.	School counselors, administrators, School Counseling clerical team, high school faculty.	High school auditorium, programs for distribution,	Students will be encouraged to apply for scholarships through a packet mailed to all seniors. The Director of Guidance will work with scholarship committee to grant awards.

High School Scholarship Opportunities

Target Grade	Time Frame	Preparation Time	Activity Duration
Primarily 12 (Some 9-11)	School Year	As needed	Ongoing

Need	Objective	Activity
Students need to be aware of the scholarship opportunities available from POBJFK High School and community agencies.	Students will be able to receive assistance in researching potential scholarship opportunities.	Students will be made aware of scholarships through morning announcements, referral to online resources such as Fast Web and Naviance. Counselors serve on the scholarship committee to assist in selecting some recipients.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become aware of, and apply for various scholarships & recognitions.	Seniors will be recognized at the John F. Kennedy High School Awards Night and awarded scholarships, certificate awards given to them by the POBJFK Scholarship Committee and other community agencies.	School counselors, scholarship committees, clerical team.	Naviance, school counseling department website and newsletter, scholarship websites, annual Financial Aid Night, e-blasts.	Daily Bulletin announcements, scholarships posted on Naviance & e-blasts will be sent to parents/guardians and students.

Parent/Counselor Conferences

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	As needed

Need	Objective	Activity
Parent/guardians and counselors need to work collaboratively to enhance student performance.	Counselors will provide parents/guardians with ongoing academic and social consultation regarding their child.	Counselors and/or teachers will meet with parents/guardians to discuss student progress or parental concerns as they pertain to academic and social development. Counselors gather information from teachers and may communicate information to parents/guardians. If teachers cannot be present, counselors will communicate conference outcomes with student's teachers. Parent conferences with counselors are scheduled for all students in grades 9 and 11.

Outcome	Evaluation	Staff	Resources	Preparation
Parent communication will support student success.	Increased communication between parents/guardians, teachers, counselors.	Teachers, school counselors, social workers, psychologists, mental health counselor, administrators	Student grades, student standardized test scores, student progress information.	Counselors will schedule all parent conferences with staff and parent. Counselors will review student information to be shared with parents/guardians.

Academic Intervention Services (AIS)

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	All-Year including summer	As needed	Ongoing

Need	Objective	Activity
Students may need AIS based on multiple measures, including low academic performance, current levels of functioning, grade level assessments, teacher and parent recommendations and NYS assessments.	Students will be able to work towards meeting the NYS learning standards at their grade level.	Counselors will assist in the monitoring of students receiving AIS, adjust schedules as needed, communicate with teachers, administrators and parents/guardians, and schedule team meetings and case conferences as needed.

Outcome	Evaluation	Staff	Resources	Preparation
Students will receive academic support in identified areas.	Student grades and test scores, parent and teacher reports.	School counselors, department chairpeople, administrators, teachers,	Student records, test scores, grades, teacher input	Counselors will review student records, test results and teacher recommendations. Maintain accurate records in AIS and Infinite Campus.

At-Risk Intervention Activities

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	30 minutes per student

Need	Objective	Activity
Students in academic jeopardy need additional support and intervention.	Students will be able to receive opportunities to achieve greater academic success.	Counselors will meet with students to review interim progress reports and report cards as needed. These meetings may include students, parents/guardians, teachers, administrators, psychologists and/or social workers to assist in formulating a plan for student success. Middle and high school counselors will review attendance data to identify students in need of intervention.

Outcome	Evaluation	Staff	Resources	Preparation
Through a multi tiered system of supports (MTSS), a plan of action will be developed to promote academic success	Follow-up will be documented.	School counselors, teachers, parents/guardians, psychologists, social workers, administrators	Interim progress reports, report cards, teacher evaluation, progress reports, attendance, parental input	Counselors will review progress reports and report cards. Counselors will discuss students with teachers.

Instructional Support Team (MTSS) Meetings

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	30 hours	As needed

Need	Objective	Activity
Students who are experiencing academic or social/emotional learning (SEL) difficulties need additional interventions.	Staff will create a plan to monitor and improve student's performance based on academic, and/or SEL concerns.	Meetings with school personnel on a weekly/bi-weekly basis to discuss and develop a plan to assist referred students including parental contact. Possible interventions will be reviewed, strategies discussed, and a formal plan will be written. Individual schools will meet as MTSS (Multi-Tiered Support Services) Committees.

Outcome	Evaluation	Staff	Resources	Preparation
Students will receive appropriate plans and programs to maximize their potential.	Student success will be reviewed at scheduled follow up meetings.	Administrators, school counselors, psychologists, social workers, mental health counselor, teachers and support staff.	Referral forms, report cards, permanent records, attendance records, behavior observation data collection sheets.	Counselors will review student files for background. Counselors will meet with teams to discuss students of concerns. Parents/Guardians will be contacted as recommended.

Student Review/Parent Conference

Target Grade	Time Frame	Preparation Time	Activity duration
K-12	September - June	10 minutes per student	40 Minutes per student

Need	Objective	Activity
Parents/Guardians need to share information with school counselors regarding student strengths, areas of concern, and overall academic performance. In addition, they need to be informed of choices regarding their child's graduation plan and available pathways.	Counselors will help ensure that there is personal communication at critical junctures between school and home.	Counselors will invite students and parents/guardians to an individual/group meeting. Counselors will discuss next year's course selections and assessments, as well as post-high school planning. Conference summaries can be provided to parents/guardians. If needed, counselors will invite parents or guardians/students for a conference to discuss academic, or social/emotional concerns .

Outcome	Evaluation	Staff	Resources	Preparation
Student, parents/guardians, and counselor interaction will provide optimal student academic performance. In the 8th, 9th and 11th grade school years, parents, students and school counselors will be invited to participate in a more formalized conference to discuss academic and career pathways and choices.	Students and parents / guardians give verbal feedback.	School Counselors	High school, middle school, and elementary school counseling offices, permanent record folder information.	Counselors will set up appointments with students and parents/guardians, hold conferences with students and parents/guardians, and develop materials to be used.

Special Education/504 Advocacy

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	Ongoing

Need	Objective	Activity
Students who are not reaching their academic potential, may need additional accommodations.	Counselors will advocate for the needs of the students.	Counselors will meet with parents/guardians, administration, and support staff as needed to discuss and possibly implement additional accommodations. Counselors will serve on the Committee on Special Education, monitor declassified and 504 students, facilitate and lead case conferences, and serve on instructional support teams.

Outcome	Evaluation	Staff	Resources	Preparation
Students who require additional supports in school, receive the services they need..	CSE meetings, 504 meetings, IST meetings	Administrators, school counselors, faculty	504, declass, and IEP documents	Counselors will review Cluster Finder, complete transition section of IEP, complete the School Counseling report, and review academic progress.

Transition Planning/Person Centered Planning

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	School Year	As needed	Ongoing

Need	Objective	Activity
Special needs students who may have difficulty meeting with academic success, failed Regents exams, or are alternately assessed, need additional support and intervention.	Students with special needs will be able to develop post high school plans.	Counselors and special education teacher/transition specialist will initiate meetings with students and parents/guardians to identify strengths, areas of interest, and potential career pathways for students who may be unable to earn Regents or local diplomas. Person centered planning can be part of these meetings.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be appropriately matched with career and educational pathways after graduation.	Student and parent feedback, senior surveys	Administrators, school counselors, special education teacher/transition specialist	IEP, psychological and educational evaluations, information from outside agencies such as OPWDD and ACCES-VR	Counselors will review relevant updates from outside agencies

Summer School Program

Target Grade	Time Frame	Preparation Time	Activity Duration
7-12	June-August	3 weeks	30 minutes per student for registration; ongoing during program.

Need	Objective	Activity
Students and parents/guardians need to be notified of course failures by the teachers and counselors, and enrollment is encouraged in order to recover credits.	Counselors will assist with the notification of parents/guardians and students of course failures, summer school registration, and credit redemption.	Counselors will be given information from teachers regarding students who have failed courses and/or failed state regents' exams in a timely fashion. Counselors will notify parents/guardians by phone and in writing to inform of student eligibility for summer school. Summer school counselor monitors student progress, as well as Regents exam registration and implementation for the duration of the program.

Outcome	Evaluation	Staff	Resources	Preparation
Parents/guardians and students will receive information regarding summer school registration and receive support during summer school.	Students and parents/guardians will receive summer school information. Students register. Roster of registered students. Number of students who pass/increase scores of Regents exams.	School counselors, School Counseling clerical team, summer school staff.	Course failure/state exam failure lists, summer school forms, Infinite Campus, 4 th quarter report cards.	Counselors will collate necessary forms prior to student arrival.

Twilight Program

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	School Year	As needed	30 minutes per student for registration; ongoing during program.

Need	Objective	Activity
<p>Students need an alternative learning environment with additional academic support and smaller classes, outside of the typical school day.</p> <p>Students need an opportunity for credit recovery and attempts to reduce the number of students who are at risk for not graduating or drop out.</p>	<p>Counselors will meet the needs of a specific population of students who struggle within the traditional school setting.</p>	<p>Students who are recommended for the Twilight Program must be discussed through the MTSS team prior to registration. Weekly updates will be sent to support staff in order to effectively monitor progress. Students receive academic instruction, and/or social emotional interventions, during a truncated day and/or afterschool hours.</p>

Outcome	Evaluation	Staff	Resources	Preparation
<p>Students will achieve maximum success within the program and/or the opportunity to return to a traditional school day.</p>	<p>Students success rate will be measured by Twilight administration and counselors.</p>	<p>Twilight School counselor, School Counseling clerical team, Twilight school staff.</p>	<p>Course failure/state exam failure lists, Infinite Campus, 4th quarter report cards and self-referrals.</p>	<p>Counselors will coordinate with students and parents/guardians, discuss case in MTSS meeting, and create individualized schedules to meet student needs.</p>

Home Instruction Advisement

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	15 minutes	60 minutes per student

Need	Objective	Activity
Students need the opportunity for home instruction if they are unable to attend school due to various circumstances.	Counselors will facilitate the provision of homebound instruction for students unable to attend regular classes due to medical, emotional or disciplinary reasons.	Counselors work closely with Pupil Personnel Services to ensure that homebound instruction is being properly provided.

Outcome	Evaluation	Staff	Resources	Preparation
Homebound students will receive required instruction.	Students have access to the required amount of time to work with a tutor.	School counselor, school social worker, teacher, tutor, tutoring agency, attendance office, administrators	Student's schedule. List of tutors and agencies available. Medical/suspension documentation Homebound instruction forms.	Counselors will help provide information to parents/guardians and steps needed. Counselors will inform parents/guardians to obtain doctor notes or necessary documentation. Counselors will coordinate with Pupil Personnel Services.

BOCES Counselor Meet/Visitations

Target Grade	Time Frame	Preparation Time	Activity Duration
10-11	September-June	30 minutes each quarter	2-3 hours each meeting

Need	Objective	Activity
Counselors need information and updates regarding vocational training to better prepare students for post high school careers or exploration for college.	Counselors will meet with BOCES staff and area professionals to obtain information which will facilitate technical education learning experiences for students in grades 11 and 12.	Counselors will meet to discuss changes in BOCES opportunities; programmatic expectations and professional development. Counselors will also tour new programs. Students will apply through the School Counseling office. Counselors will be chaperones for visitations to BOCES if visitations are in person.

Outcome	Evaluation	Staff	Resources	Preparation
Students may attend BOCES for technical education as juniors and seniors. Students will have the information needed to decide if they want to attend BOCES Center and if so, which program they want, thus getting vocational training in that area.	Students will receive technical education in the BOCES programs while taking the coursework necessary to earn a New York State Regents/ Local Diploma and CDOS Credential.	School counselors, career professionals, BOCES teachers, and administrators	BOCES program guides and program applications. BOCES webpages	A designated counselor will attend quarterly meeting at BOCES and turn-key information to counseling staff.

BOCES Student Visitations

Target Grade	Time Frame	Preparation Time	Activity Duration
10-11	Spring	2 hours	2 hours

Need	Objective	Activity
Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in BOCES programs.	Counselors will facilitate exposure to technical education opportunities for students in grades 10 and 11.	Counselors will facilitate a half-day visitation to BOCES for interested students to tour programs available to them for the following school year, if in person visits are offered BOCES staff members have recently offered virtual visits and online videos for students and parents in lieu of in person visits.

Outcome	Evaluation	Staff	Resources	Preparation
Students will select appropriate BOCES programs to attend for their next school year.	Students will complete the one or two year BOCES program and make decisions to continue on or change career direction based on their participation in the BOCES program.	School counselors, clerical team, BOCES personnel.	Mailing, information sheet, BOCES Course Catalog.	Counselors will review courses offered at BOCES as listed in Course Description Guide. Counselors will meet with students who are interested in pursuing vocational training and inform students of application process and deadlines.

Transitions

Entering a new school year can be challenging for students and their parents/guardians. As a way of assisting students new to the district and those who are transitioning from one school to another, the school counseling department has developed a series of orientation programs.

Information is disseminated through a series of evening parent programs, and classroom presentations or assemblies for students. Parents/guardians meetings are planned to inform them of school expectations and procedures, so that they might plan an active role in helping their children attain optimal academic success

Parent Orientations

Target Grade	Time Frame	Preparation Time	Activity Duration
4-8	Winter, Spring	2 hours	2 hours

Need	Objective	Activity
Parents/Guardians with children entering middle and/or high school need information about school programs and expectations.	Counselors will provide an overview about middle and/or high school programming including course opportunity, the team-teaching concept, and the school's expectations for student success.	The orientation(s) will be publicized on the school calendar, school website and email blasts. Administrators and school counselors will be introduced and a presentation will be made focusing on relevant school information for each grade level.

Outcome	Evaluation	Staff	Resources	Preparation
Parents/Guardians will have a comprehensive understanding of the middle/high school program. They will be aware of student responsibilities. Future communication and support will be encouraged.	Follow-up individual conferences will be scheduled with counselors upon request.	Administrators, school counselors	Auditorium: Informational packets, Power-Point presentation	Counselors will help prepare presentation with administrators . Counselors will prepare peer mentors for presentation.

Student Orientations

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 4th to 5th & 8th to 9th	May, June, August	2 hours	2 hours

Need	Objective	Activity
Students need information about the schools to assist in a smooth transition.	Counselors will provide students with accurate information concerning the location, support personnel and the activities of the schools. Counselors will help students with transitioning to their new school.	Students in 4th and 8th grade will visit their new schools. Activities may include an introduction assembly, meeting key support personnel, administration, a tour of the building by student ambassadors and presentations from various clubs and academic disciplines.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with their new schools, expectations and resources that are available to them.	Student and staff feedback	School counselors, administrators, student leaders, peer mentors advisor	Transportation, chaperones	Counselors will work with administrator to prepare activity, agenda, and student leaders

Back to School Night/ Parent Teacher Conferences

Target Grade	Time Frame	Preparation time	Activity Duration
K-4	Fall/Winter/Spring	1 hour	2 hours
5-8	Fall/Spring	1 hour	5 hours
9-12	Fall	1 hour	5 hours

Need	Objective	Activity
Parents/Guardians need information regarding current course requirements.	Counselors will provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for student's academic success.	Parents/Guardians will be provided with an opportunity to meet with their child's teacher(s). Teachers disseminate information regarding expectations for each course. Parents/Guardians will be encouraged to visit their child's counselor and other related services personnel. These conferences can be held in person or virtually.

Outcome	Evaluation	Staff	Resources	Preparation
Communication between school and home will be enhanced, promoting academic success for students.	Parents/Guardians will give verbal feedback. Teacher surveys will be provided.	Administrators, teachers, counselors and support staff	Classrooms, handouts, student schedules	Counselors will provide student schedules and assist in the development of the program.

Eighth Grade Transition to High School

Target Grade	Time Frame	Preparation Time	Activity Duration
8	January-June	As needed	41 minute class period for presentation 20 minutes for individual meeting

Need		Objective	Activity		
Students need information about the high school including graduation requirements, available courses, and resources.		Counselors will provide students with accurate information concerning their high school program.	<p>The school counselor will meet with 8^h grade students during a class period. Information about the high school, courses available, and counseling services will be addressed. Students will have an opportunity to create a tentative schedule to share with their parent and review at their individual meeting with the counselor.</p> <p>Counselors will meet individually with the student and parent/guardian to select appropriate courses.</p>		
Outcome	Evaluation	Staff	Resources	Preparation	
Students will be familiar with high school courses, graduation requirements, and resources.	Following the classroom discussion, students will complete a course selection sheet.	8 th grade school counselor and Director of Guidance	Course description guide, course selection sheets	Counselors will help prepare classroom lesson. Counselors will schedule times with 8th grade teachers. Counselors will utilize an online calendar for parents to sign up for scheduling appointments.	

High School 101

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 8th to 9th	School Year	As needed	2 hours/activity

Need	Objective	Activity
Middle school students need information about social, emotional and academic expectations in high school.	Counselors will aid students with transitioning to high school.	8th graders will participate in three “High School 101” presentations, focusing on social, emotional, and academic high school expectations. High School 101 will be presented in both large and small groups. In addition, 8th graders have the option to be assigned a one-to-one high school mentor.

Outcome	Evaluation	Staff	Resources	Preparation
Students will become familiar with high school social, emotional, and academic expectations.	8th graders will be surveyed about the High School 101 experience.	School counselors, administrators, peer mentors, peer mentors advisor, social workers, psychologists	Auditorium, Powerpoints, peer mentor scripts	Counselors will prepare Powerpoint, peer mentor training.

Freshman Seminar

Target Grade	Time Frame	Preparation Time	Activity Duration
9	September - January	As needed	6 hours

Need	Objective	Activity
Research shows that students who develop trusting relationships with at least one adult in high school achieve greater academic and social/emotional outcomes. The need for greater connectedness among high school students remains high.	Students will be able to acquire and develop skill set essential to success in high school. Students will be able to identify one other “go to” adult in the school who they can access for support.	A separate curriculum has been created with activities ranging from time management and study skills to empathy. Seminar sessions are typically held during period 10 remedial. Seminar sessions can be held in person in classrooms, or virtually.

Outcome	Evaluation	Staff	Resources	Preparation
Students will achieve an easier transition to the high school. Students who complete the entire series of seminar meetings will receive .25 credit on their transcripts.	Google Form surveys administered at the end of the seminar program.	Administrators, school counselors, social workers, psychologists,	Full curriculum with online and paper resources available to all staff members who facilitate.	Ongoing review of the Freshman Seminar curriculum. During the past two years, brainstorming meetings and sharing of implementation ideas have been held over Google Meets.

Counselors Articulation Meeting

Target Grade	Time Frame	Preparation Time	Activity Duration
Transition 4th into 5th 8th into 9th	May/June	1 Hour	1 Hour per counselor

Need	Objective	Activity
The counselors need information about their incoming students.	Counselors will obtain academic and developmental information for incoming students from their prior counselors.	High school counselors will meet with the current counselor to discuss his/her future caseload of students. Middle school counselors will meet with elementary school teachers, administrators, and support staff.

Outcome	Evaluation	Staff	Resources	Preparation
Counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students.	Elementary and Middle School Counselors , teachers, administrators, support staff	Student records, Meeting room	Counselors will prepare list of students in caseload to review as well as 504/IEP pertinent information.

New Student/Parent Registration

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	15 Minutes	2 hours per registration

Need	Objective	Activity
New students need to be registered in a timely manner to be able to access their education as soon as possible.	Counselors will accurately place students in classes leading to fulfill graduation requirements and assist students to be college & career ready.	5-12 Counselors will meet with student and parent/guardian to review previous records and determine course placement (i.e. ENL, special education, etc). Counselors may contact prior school counselor.

Outcome	Evaluation	Staff	Resources	Preparation
Students will be scheduled for appropriate courses that will allow them to pursue career goals as well as meet graduation requirements.	Receipt of registration documents. Verification of course selection based on previous school records.	Counselors, registrar, department chairs	New student packet, Infinite Campus log-in	Counselors/school registrar will prepare new student packet materials, create a schedule to meet graduation requirements, obtain academic information from previous schools, and provide student with appropriate orientation (i.e. tour, locker, etc.)

New Student Screening

Target Grade	Time Frame	Preparation Time	Activity Duration
9-12	Ongoing Basis	30 Minutes	As needed

Need	Objective	Activity
New students that enter the high school district need an assessment to determine appropriate placement, including possible special education or accelerated consideration.	Counselors will assess instructional levels of all new students entering the district.	Counselors will review records and interview student and parent to determine a need for additional testing before placing students in classes. Counselors will follow ENL protocol if student's first language is not English.

Outcome	Evaluation	Staff	Resources	Preparation
Parents/Guardians will have a comprehensive understanding of the school program and graduation requirements. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged.	Follow up meeting with a counselor and/or chairs to assess transition. Success in classes that were assigned.	Administrators (ENL and Special-Ed), high school counselors, teaching and support staff.	Transcript from previous school including educational assessments	Counselors will schedule testing if necessary, review records from previous school, evaluate transcript, and call former school, if necessary.

Record Keeping

The School Counseling staff actively reviews students' schedules, credits, and transcripts to maintain the integrity of student records. The school counselor maintains records for students receiving academic intervention services.

Record keeping, the disclosure of student records and information is subject to the Family Education Rights and Privacy Act of 1974 (FERPA). Counselors adhere to the provisions of this law, as well as any related state mandates.

Record Review

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	School Year	30 Minutes per student	Ongoing

Need	Objective	Activity
Counselors need to ensure accurate grades, credits, transcripts, and GPA for our students.	Counselors will maintain the integrity of student records.	Counselors will verify current student grades and credits from previous years; final exams, state assessments, and Regents exams.

Outcome	Evaluation	Staff	Resources	Preparation
Information sent to colleges and other schools will accurately reflect student achievement.	Information in Infinite Campus and Naviance.	Counselors, clerical team, technical support and teachers.	Student management system (Infinite Campus), report cards, transcripts.	Counselors will review records of students on an ongoing basis, especially as they review scheduling and graduation requirements with students and parents/guardians.

Maintain Cumulative Records

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	Year-round	As needed	Ongoing

Need	Objective	Activity
The schools need to keep a cumulative record of individual students' academic progress, diploma type, and testing information.	Counselors will accurately maintain all relevant student information in a confidential, central student file. This enables the counselors to keep records of graduates in a convenient and easily retrievable database in order to answer requests for records quickly.	Counselors and administrators will maintain scheduling, diploma type (HS), standardized testing, students course drop forms (HS), interventions attempted, support assigned and any other information on individual student performance.

Outcome	Evaluation	Staff	Resources	Preparation
An accurate, comprehensive and confidential student file will be maintained for each student.	Each student will have a complete file containing academic information. Graduate feedback for quick service when records or transcripts are requested.	Counselors, teachers, administrators, School Counseling clerical team.	File folder for each student and electronic records will be kept in the student management system.	Cumulative folders will be passed on from elementary school to high school.

Documentation and Information Maintenance

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	Year-round	As needed	Ongoing

Need	Objective	Activity
Counselor responsibilities require documentation and record maintenance.	Counselors will accurately document pertinent information to ensure accessibility when needed.	Counselors/administrators will maintain information about students from many different sources. They are frequently asked to compile information regarding students, credits, interventions, etc. which must also be maintained. Student transcripts will be reviewed and progress toward graduation will be tracked. Counselors will update forms and information sheets that are given to students and parents/guardians. Forms also need to be updated in order to increase efficiency. Annual individual progress review plan will be implemented and maintained by meeting with students in grades 6-12 throughout the school year.

Outcome	Evaluation	Staff	Resources	Preparation
Information on students will be accurately compiled and maintained for future reference, comparison, and/or evaluation purposes.	Records will be kept and appropriate information collected.	Counselors, administrators, counseling clerical team, technical support.	Transcripts, forms, report cards, schedules, and computer, annual individual progress review plan.	Counselors will prepare forms to reflect changes in policies, procedures, requirements, etc.

State Education Reporting

Target Grade	Time Frame	Preparation Time	Activity Duration
5-12	All year	As needed	Ongoing

Need	Objective	Activity
Schools need to accurately report student achievement information to NY State in a timely fashion.	Counselors will help to accurately upload/report important statistical data to NY State in order to analyze/compare our overall effectiveness as a school district.	<p>Counselors will help update post-secondary plan/diploma type annually in June on Ratings Day.</p> <p>NYS Assessment results (grades 3-8) will be reported to families and electronic records will be kept in the student management system.</p> <p>Counselors will input exit summaries for Special Education students in IEP Direct.</p>

Outcome	Evaluation	Staff	Resources	Preparation
Schools will have accurate records reported to the New York State Education Department (NYSED).	Accurate information in Student Maintenance System	Counselors, Director of Guidance, School Counseling clerical team, Director of Technology	Naviance, Computers	Counselors will help upload all data required by NYSED on an ongoing basis, including but not limited to NYS assessments, Regents scores, grades and attendance records. There will be accurate analysis of graduation diploma types, and senior class statistics will be compiled and uploaded to state.

Professional Development

The counseling staff understands and promotes the importance of professional development. Activities such as membership in professional organizations help provide the counselors with new and innovative suggestions to continually evaluate and improve their program. Representation at local, state and national conferences is important to learn best practices, stay current, and to network with fellow colleagues and college admission officers.

Counselors are committed to supporting the counseling profession by sponsoring school counseling interns through area universities. Counselors take advantage of numerous opportunities to enhance their professional skills.

The school counselors enjoy the opportunity to grow and develop. They attend in-service and graduate courses as well as being members of collegial circles. They have shared their expertise by presenting workshops at conferences.

Professional Memberships

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	1 Hour	Ongoing

Need	Objective	Activity
Counselors need to get updated and accurate information in order to assist students properly.	Counselors will remain current and increase knowledge on topics related to the field.	Counselors will attend meetings, participate in listservs, review materials on relevant topics and get updated information as well as exchange ideas with counselors from other districts and colleges. Campus tours around the country offer meaningful development to enhance counseling and college advising repertoire of the counseling staff. All district counselors are encouraged to join regional organizations such as the Nassau Counselors' Association (NCA), High school counselors may also join the National Association for College Admission Counseling (NACAC) as well as the New York State Association for College Admission Counseling (NYSACAC). Workshops and conferences from all of these organizations remain essential to counselors' professional development and networking.

Outcome	Evaluation	Staff	Resources	Preparation
Counselors will keep abreast of new information and topics in the field.	Counselors will share their experiences at staff meetings.	School counselors, social workers, psychologists and Director of Guidance	Registration fees and administrative support.	Research topics will be discussed at meetings. Counselors will gather questions on areas that need further explanation, and find opportunities to enroll in relevant professional development opportunities, as well as, visit college campuses.

Department Meetings

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	1 ½ hours weekly or biweekly

Need	Objective	Activity
Counselors need to maintain consistent procedures within the department. Counselors need to maintain regular agenda items and set priority items that change regularly and often. The department needs to meet weekly to ensure communication of all projects and concerns.	Counselors will be provided a forum to address changes, projects and problems, and to ensure clear communication between all counselors.	Counselors will meet weekly to review programming and events, communicate any concerns, and share pertinent information.

Outcome	Evaluation	Staff	Resources	Preparation
All students will receive consistent services and information from the counseling office.	Improved communication between counselors.	Counselors, Director of Guidance, School Counseling clerical team.	Google Docs, reports, paperwork, agendas.	Agenda will be prepared by Director of Guidance to include relevant topics and updates and to keep time aside for counselors to address any issues of concern.

Naviance Training

Target Grade	Time Frame	Preparation Time	Activity Duration
7-12	School Year	15 minutes	1 hour

Need	Objective	Activity
School counselors need an understanding of Naviance and will share this information with students and parents/guardians, facilitating college search and career exploration.	Counselors will develop a line of communication between school counselors, students and parents/guardians. Counselors will provide knowledge regarding college and career choices to students and parents.	School counselors will act as liaisons to career instructors, becoming aware of articulation agreements and develop partnerships with colleges and the business community, by attending workshops related to the career pathways.

Outcome	Evaluation	Staff	Resources	Preparation
School counselors will facilitate development of career pathways for students. Parents/Guardians will gain access to Naviance software to enhance their learning about the various career options.	Students will enter career pathways and/or gain "real life" experiences preparing them for post-secondary study or employment.	School counselors, outside contacts, Family and Consumer Sciences and Health teachers	Family and Consumer Sciences curriculum, Health curriculum, BOCES Naviance Training, Listserv	Counselors will attend conferences and meetings and gather questions related to the program.

Infinite Campus and Naviance Tools

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	All Year	15 Minutes	1 hour

Need	Objective	Activity		
Counselors need to access the district student information system to develop and maintain student information and schedules throughout the year. Counselors will send transcripts to colleges electronically.	Counselors will understand the complete Infinite Campus student management system used in the district in order to schedule students, access course history, retrieve academic assessment information for AIS placement, interim progress reports and report cards, transcripts, student reports, attendance, discipline and all other pertinent information. Counselors will understand eDocs in order to send transcripts, letters of recommendation, evaluation forms and the school profile electronically to colleges.	Counselors and School Counseling clerical team will attend various training sessions for Infinite Campus and eDocs in order to effectively maintain student grades, academic intervention services, transcripts, course history and schedules. Counselors will also accurately transmit required application information to the colleges.		
Outcome	Evaluation	Staff	Resources	Preparation
Each student will receive a schedule that moves him/her towards graduation. Colleges receive student information accurately and in a timely fashion.	Accuracy of student schedules, course history, grades, transcripts, credits completed and various student reports. Feedback from college representatives.	Counselors, School Counseling clerical team, administrators, college faculty, and high school staff.	Access to Infinite Campus and eDocs information system; available time to attend training sessions and maintain student records	Counselors will attend trainings.

Annual Update of School Counseling Plan

Target Grade	Time Frame	Preparation Time	Activity Duration
K-12	School Year	As needed	12 Hours

Need	Objective	Activity
Counselors need to update the School Counseling Plan that meets the New York State requirements.	Counselors will clarify the role and responsibilities of the school counselors in order to educate the community regarding counselor roles, responsibilities and time spent on activities.	Counselors will research new state requirements to ensure the plan is current. Counselors will review current plan and note any necessary changes, and provide information on activities to be added. As the need to stay current and cutting edge is addressed year-to-year, changes will be presented at department meetings as well as faculty meetings.

Outcome	Evaluation	Staff	Resources	Preparation
The School Counseling Plan is a document that describes School Counselor's responsibilities, as a comprehensive document aligned with state regulations.	Current School Counseling Plan is listed on the website and feedback is reflected in yearly changes.	Counselors, Director of Guidance, clerical team, and Assistant Superintendent for Curriculum and Instruction	Computer, former School Counseling Plan	Counselors will meet with Assistant Superintendent for Curriculum and Instruction, and the Director of Guidance.

Counseling Publications

The Counseling Department writes and/or updates a number of publications each year. These are designed to provide students and their parent's/guardian's with important and timely information.

The counseling webpage of the Plainview-Old Bethpage School District website provides up-to-date information about School Counseling activities, evening information events and Naviance Family Connection and Parent Portal information. Our page also provides links that will help students find important websites for college admission testing information, scholarship and college search engines.

Some of the written documents available in the School Counseling office or as links on our webpage are:

- Our *School Profile* provides a description of Plainview- Old Bethpage JFK High School and is included with every college application.
- The *Curriculum Guide* provides students and parents/guardians with detailed information of courses offered at Plainview Old-Bethpage JFK High School.
- The *Guide to College Admissions* is a step-by-step guide to the college selection and application process.
- The School Counseling Newsletter is a quarterly publication which highlights the events of the district wide School Counseling department as well as articles that may be used as resources to help parents/guardians in working with their children.
- The School Counseling Department also updates its Twitter account regularly @pobguidance as well as our Instagram page.
- The HS Guidance Department has maintained a Google Classroom code which has also proven to be an effective tool to communicate information to students.