

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

## High School Counseling Staff

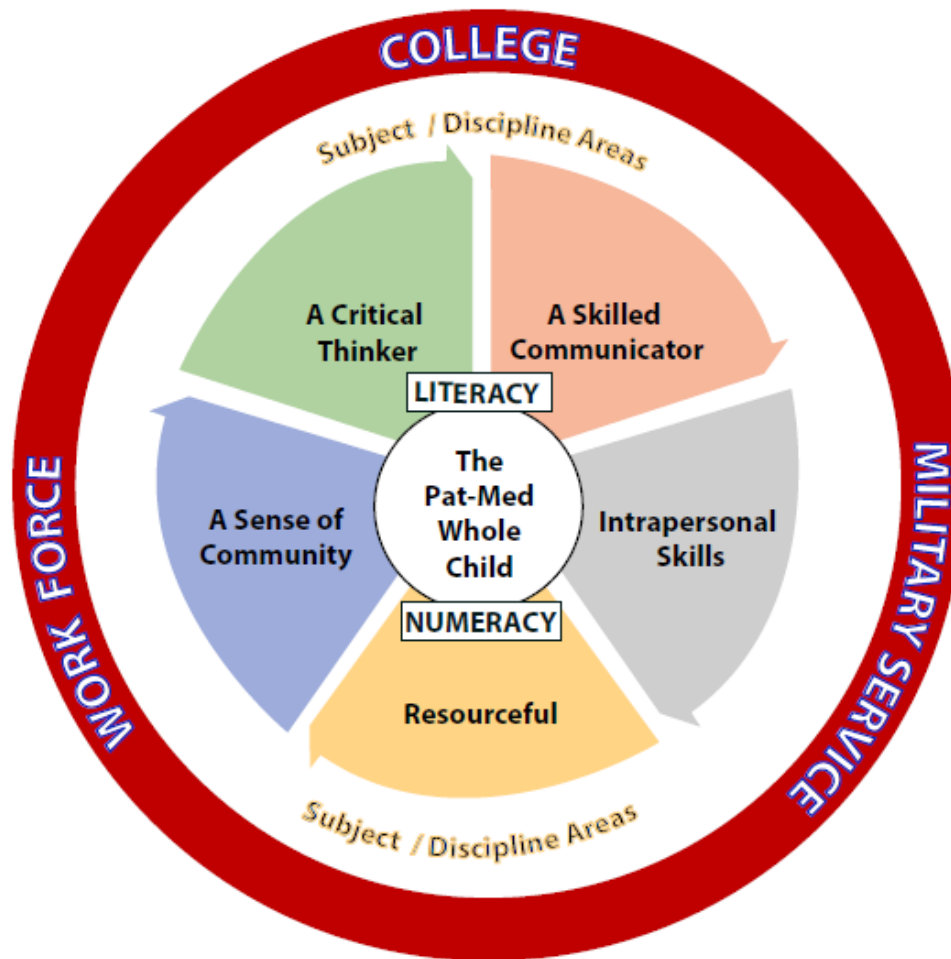
Patchogue-Medford High School	
181 Buffalo Ave, Medford, NY 11763	
High School Counselor	Contact Number
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Sara Lieberman	(631) 687-6530
Maria Leon-Pineros	(631) 687-6530
Eric Matamoros	(631) 687-6530
Amanda Nieto	(631) 687-6530
Gina Romani	(631) 687-6530
Megan Space	(631) 687-6530
Kerri Silsbe	(631) 687-6530
Lauren Tirado	(631) 687-6530
Emily Rohme	(631) 687-6530
High School Social Workers	
Haydee Beltrami	(631) 687-6530
Fran Gorman	(631) 687-6530
Alicia Fuggetta	(631) 687-6530
High School Psychologists	
Zahira Salinas	(631) 687-6550
Felicia Scott	(631) 687-6550
Caroline Walsh	(631) 687-6550
Attendance Officer	
Linda Hockney	(631) 687-6550
BOCES Social Worker	
Wilda Rosario	(631) 687-6583

## PATCHOGUE-MEDFORD SCHOOL DISTRICT Middle School Counseling

Saxton Middle School		South Ocean Middle School		Oregon Middle School	
121 Saxton St, Patchogue, NY 11772		225 S Ocean Ave, Patchogue, NY 11772		109 Oregon Ave, Medford, NY 11763	
Counselors	Contact Number	Counselors	Contact Number	Counselors	Contact Number
Jessica Iammatteo	(631) 687-6720	Jennie Ramos	(631) 687-6620	Cristina Carpluk	(631) 687-6820
Samantha Verdecchia	(631) 687-6720	Kim Hughes	(631) 687-6620	Nancy Owen	(631) 687-6820
Psychologist		Psychologist		Psychologist	
Dayna Russo	(631)687-6700	Lauren Monroe	(631) 687-6600	Katherine Marghoob	(631) 687-6800
Social Worker		Social Worker		Social Worker	
Elisha Tricoche	(631) 687-6700	Julissa Pagan	(631) 687-6600	Leslie Morocho	(631) 687-6800

## Elementary School Counseling

Bay Elementary		Barton Elementary		Canaan Elementary		Eagle Elementary	
114 Bay Avenue Patchogue NY 11772-4099		199 Barton Avenue. Patchogue. NY 11772-1498		59 Fry Boulevard. Patchogue. NY 11772		1000 Wave Avenue Medford NY 11763-1797	
Principal	Contact Number	Principal	Contact Number	Principal	Contact Number	Principal	Contact Number
Rui Mendes	(631) 687-6950	Matthew Hanley	(631) 687-6900	Robert Epstein	(631) 687-8100	Erin Skahill	(631) 687-8150
Psychologist		Psychologist		Psychologist		Psychologist	
Evelyn Gonzalez	(631) 687-6950	Mary Worthington	(631) 687-6900	Stephanie Ahern	(631) 687-8100	Katherine Marghoob	(631) 687-8150
Social Worker		Social Worker		Social Worker		Social Worker	
Marisol Reyes	(631) 687-6950	Debbie Ramos-Rudiger	(631) 687-6900	Eileen Rella	(631) 687-8100	Janice Guzman	(631) 687-8150
Medford Elementary		River Elementary		Tremont Elementary		Family Center	
281 Medford Avenue. Patchogue. NY 11772- 1285		46 River Avenue Patchogue NY 11772-3371		145 Tremont Avenue Medford NY 11763		121 Saxton St, Patchogue, NY 11772	
Principal	Contact Number	Principal	Contact Number	Principal	Contact Number	Principal on Special Assignment	Contact Number
Dr. Sharon Deland	(631) 687-8300	Richard Hoffman	(631) 687-8350	Emily Wernau	(631) 687-8700	Margherita Proscia	(631) 687 6750
Psychologist		Psychologist		Psychologist		Social Worker	
Dana Russo	(631) 687-8300	Denise Bassin	631) 687-8350	Dorothy Altner	(631) 687-8700	Roanie Taveras	(631) 687-6751
Social Worker		Social Worker		Social Worker		Sherry McPherson-Berg	(631) 687-6751
Karla Molina	(631) 687-8300	Crystal Garcia	631) 687-8350	Alexandra Lennon	(631) 687-8700		



**The Patchogue - Medford  
WHOLE CHILD  
Approach**



## PATCHOGUE-MEDFORD SCHOOL DISTRICT

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

A: A1 Improve Academic Self-concept

A: A1.1 Articulate feeling of competence and confidence as learners

A: A1.2 Display a positive interest in learning

A: A1.3 Take pride in work and achievement

A: A1.4 Accept mistakes as essential to the learning process

A: A1.5 Identify attitudes and behaviors that lead to successful learning

A: A2 Acquire Skills for Improving Learning

A: A2.1 Apply time-management and task-management skills

A: A2.2 Demonstrate how effort and persistence positively affect learning

A: A2.3 Use communications skills to know when and how to ask for help when needed

A: A2.4 Apply knowledge and learning styles to positively influence school performance

A: A3 Achieve School Success

A: A3.1 Take responsibility for their actions

A: A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A: A3.3 Develop a broad range of interests and abilities

A: A3.4 Demonstrate dependability, productivity, and initiative

A: A3.5 Share knowledge

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

A: B1 Improve Learning

A: B1.1 Demonstrate the motivation to achieve individual potential

A: B1.2 Learn and apply critical-thinking skills

A: B1.3 Apply the study skills necessary for academic success at each level

A: B1.4 Seek information and support from faculty, staff, family, and peers

A: B1.5 Organize and apply academic information from a variety of sources

A: B1.6 Use knowledge of learning styles to positively influence school performance

A: B1.7 Become a self-directed and independent learner

A: B2 Plan to Achieve Goals

A: B2.1 Establish challenging academic goals in elementary, middle school, and high school

A: B2.2 Use assessment results in educational planning

A: B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement

A: B2.4 Apply knowledge of aptitudes and interests to goal setting

A: B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A: B2.6 Understand the relationship between classroom performance and success in school

A: B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A: C1 Relate School to Life Experiences

A: C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

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

### Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

#### C: A1 Develop Career Awareness

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

#### C: A2 Develop Employment Readiness

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

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

#### C: B1 Acquire Career Information

- C: B1.1 Apply decision-making skills to career planning, course selection, and career transition
- C: B1.2 Identify personal skills, interests, and abilities and relate them to your current career choice
- C: B1.3 Demonstrate knowledge of the career-planning process
- C: B1.4 Know the various ways in which occupations can be classified
- C: B1.5 Use research and information resources to obtain career information
- C: B1.6 Learn to use the Internet to access career-planning information
- C: B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C: B1.8 Understand how changing economic and societal needs influence employment trends and future training

#### C: B2 Identify Career Goals

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- C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C: B2.2 Assess and modify their educational plan to support career
- C: B2.3 Use employability and job readiness skills in an internship, mentoring, shadowing, and/or other work experience
- C: B2.4 Select coursework that is related to career interests
- C: B2.5 Maintain a career-planning portfolio

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

### C: C1 Acquire Knowledge to Achieve Career Goals

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

### C: C2 Apply Skills to Achieve Career Goals

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

### Personal/Social Development

ASCI National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.

### PS: A1 Acquire Self-knowledge

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

### PS: A2 Acquire Interpersonal Skills

- PS: A2.1 Recognize that everyone has rights and responsibilities
- PS: A2.2 Respect alternative points of view

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- PS: A2.3 Recognize, accept, respect, and appreciate individual differences
- PS: A2.4 Recognize, accept, and appreciate ethnic and cultural diversity
- PS: A2.5 Recognize and respect differences in various family configurations
- PS: A2.6 Use effective communications skills
- PS: A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS: A2.8 Learn how to make and keep friends

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

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

Standard C: Students will understand safety and survival skills.

- PS: C1 Acquire Personal Safety Skills
- PS: C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) P
- S: C1.2 Learn about the relationship between rules, laws, safety, and the protection of the rights of the individual
- PS: C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS: C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy
- PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS: C1.6 Identify resource people in the school and community, and know how to seek their help
- PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS: C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS: C1.9 Learn how to cope with peer pressure
- PS: C1.10 Learn techniques for managing stress and conflict
- PS: C1.11 Learn coping skills for managing life events

K- 5<sup>th</sup> GRADE  
GUIDANCE PLAN

Program Objective:

- \* To encourage parental involvement
- \* To provide interventions for students who exhibit academic challenges
- \* To provide interventions to assist students who exhibit attendance problems
- \* To provide interventions for students who exhibit behavior or adjustment problems
- \* To prepare students to participate effectively in their current and future educational programs
- \* To educate students on personal safety



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 1

## K -5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs:	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis
10. Food/Coat Drives	Identified Families of K – 5 <sup>th</sup>	Social Workers, Teachers	Community Organization	Fall/Winter
11. Holiday Assistance	Identified Families of K – 5 <sup>th</sup>	Social Workers	Teachers/Administration	Fall/Winter

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K -5, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K- 5 <sup>th</sup>	Social Worker Psychologists	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All students K- 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K- 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers/School Counselors	Parent	Ongoing
5. Student Conferences/ Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SUBMIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
- a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling / SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance record	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Workers, Psychologist, Nurses, Attendance Social Worker, counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principals, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
- a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:
- b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

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

- a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
- b. Expected Outcomes:
  - i. Increase student awareness of Post-Secondary opportunities
  - ii. Increase student accountability for learning
- c. Annual Assessment:
  - i. Review career Plans/Portfolios
- d. NYSED Regulation: i.2
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
7. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
8. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Bay Elementary 6

## K - 5th GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5th
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/ awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 1

## K -5th GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis
10. Transitional Housing Parental Project	Identified Parents of K - 5 <sup>th</sup> graders	Social Workers	Community Organizations, games, food, crafts	Winter/ Spring
11. Food/Coat Drives	Identified Families of K – 5 <sup>th</sup>	Social Worker, Teachers	Community Organization	Fall/Winter
12. Holiday Assistance	Identified Families of K – 5 <sup>th</sup>	Social Workers	Teachers/Administration	Fall/Winter

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 2

## K - 5th GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
- a. Target Population: Any student(s) grades K -5<sup>th</sup> who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student Focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: a. Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers	Parent	Ongoing
5. Student Conferences/ Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) a. Grade level meetings b. SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling/ SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, Counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance records	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Worker, Psychologists, Nurses, Attendance Social Worker, Counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologist, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, Counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
  - a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:
  
- b. Program Description:

Activities:	Target Group/ Student Focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K-5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K-5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K-5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K-5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K-5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K-5 <sup>th</sup>	All	Parents	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

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

- a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
- b. Expected Outcomes:
  - i. Increase student awareness of Post-Secondary opportunities
  - ii. Increase student accountability for learning
- c. Annual Assessment:
  - i. Review career Plans/Portfolios
  - ii. Review Student File
- d. NYSED Regulation: i.2
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
7. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
8. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Barton Elementary 6

## K – 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K – 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/ awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K – 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K – 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 1

## K -5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K – 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K – 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K – 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K – 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K – 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs:	Parents of students in grades K – 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis
10. Transitional Housing Parental Project	Identified Parents of K - 5 <sup>th</sup>	Social Workers	Community Organizations, games, food, crafts	Winter/ Spring
11. Food/Coat Drives	Identified Families of K – 5 <sup>th</sup>	Social Worker, Teachers	Community Organization	Fall/Winter
12. Holiday Assistance	Identified Families of K – 5 <sup>th</sup>	Social Workers	Teachers/Administration	Fall/Winter

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K -5<sup>th</sup>, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers	Parent	Ongoing
5. Student Conferences/ Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling/ SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, Counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance records	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Worker, Psychologist, Nurses, Attendance Social Worker, Counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
  - a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:
  
- b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor/ Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor/ Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

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

- a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
- b. Expected Outcomes:
  - i. Increase student awareness of Post-Secondary opportunities
  - ii. Increase student accountability for learning
- c. Annual Assessment:
  - i. Review career Plans/Portfolios
  - ii. Review Student File
- d. NYSED Regulation: i.2
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
7. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
8. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Canaan Elementary 6

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/ Awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 1

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs: Reading night, Game night, Dances, Fall Harvest	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis
10. Food/Coat Drives	Identified Families of K – 5 <sup>th</sup>	Social Worker, Teachers	Community Organization	Fall/Winter
11. Holiday Assistance	Identified Families of K – 5 <sup>th</sup>	Social Workers	Teachers/Administration	Fall/Winter

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K -5<sup>th</sup>, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers	Parent	Ongoing
5. Student Conferences / Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling / SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, Counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance record	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Worker, Psychologist, Nurses, Attendance Social Worker, Counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, Counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
- a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:
- b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To prepare students to participate effectively in their current and future educational programs
  - a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase student awareness of Post-Secondary opportunities
    - ii. Increase student accountability for learning
  - c. Annual Assessment:
    - i. Review career Plans/Portfolios
    - ii. Review Student File
  - d. NYSED Regulation: i.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
7. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
8. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Eagle Elementary 6

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care / Awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 1

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs:	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K -5<sup>th</sup>, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers/School Counselors	Parent	Ongoing
5. Student Conferences / Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling / SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance records	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Worker, Psychologist, Nurses, Attendance Social Worker, counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
  - a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To prepare students to participate effectively in their current and future educational programs
  - a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase student awareness of Post-Secondary opportunities
    - ii. Increase student accountability for learning
  - c. Annual Assessment:
    - i. Review career Plans/Portfolios
    - ii. Review Student File
  - d. NYSED Regulation: i.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
7. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
8. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Medford Elementary 6

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/ awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: River Elementary 1

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs:	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL, ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: River Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K -5<sup>th</sup>, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers / Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists, Social Worker Teachers/School Counselors	Parent	Ongoing
5. Student Conferences / Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal/ Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: River Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling / SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, Counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance records	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aide Teachers	Lead Teacher, Social Worker, Psychologist, Nurses, Attendance Social Worker, Counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, Counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
  - a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASIA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: River Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

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

- a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
- b. Expected Outcomes:
  - i. Increase student awareness of Post-Secondary opportunities
  - ii. Increase student accountability for learning
- c. Annual Assessment:
  - i. Review career Plans/Portfolios
  - ii. Review student file
- d. NYSED Regulation: i.2
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K-5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K- 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. College Awareness week	All students K – 5 <sup>th</sup>	Teachers, Elementary Administration	Social Worker, Psychologist, Staff	April
7. Visiting High School programs/CTE/Performing Group/Sports	All students K – 5 <sup>th</sup>	Teachers, Elementary Administration, Middle School Students	Social Worker, Psychologist, Staff	Ongoing
8. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
9. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
10. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: River Elementary 6

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/ awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children's safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 1

## K – 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement
  - a. Target Population: Parents of students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Foster relationships and communication with school staff members
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by Social Worker, School Counselor, Psychologist, and Administration
  - d. NYSED Regulation: i.8
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades K - 5 <sup>th</sup>	Teachers, Principal, Lead Teacher	Elementary Administration Social Worker	Fall-Spring ongoing
2. Parent Meetings	Parents of students in grades K - 5 <sup>th</sup>	Administration School Counselor Psychologist	Academic records, Career folders and artwork, Attendance records	Ongoing
3. Registration of New Students	Parents/New Students in grades K - 5 <sup>th</sup>	District Wide Registration	Psychologist School Counselor Elementary Administration Social workers	Ongoing
4. Kindergarten Orientation, Meet-the-Teacher Night, Walk-Throughs, and Open House	Parents of students in grades K - 5 <sup>th</sup>	Principal Classroom Teachers Pupil Personnel Staff	Community Library Community Organization	Spring/Fall
5. Family Nights/Programs:	Parents of students in grades K - 5 <sup>th</sup>	Principal	School Staff Parent Teachers Association (PTA)	Varies by Building
6. Book Fair	Parents of students in grades K - 5 <sup>th</sup>	Principal	Parent Teachers Association (PTA)	Varies by Building
7. Report cards via Parent Portal	Parents & students in grades K - 5 <sup>th</sup>	Teachers	Elementary Administration	Ongoing
8. Parent Teacher Association meetings (PTA)	Parents of students in grades K - 5 <sup>th</sup>	PTA Members Administration	Building Staff	Monthly Basis
9. Special Education ENL/Parent Training	Identified Parents of K - 5 <sup>th</sup>	Community Organization ENL SPL. ED Teachers	Special Education Staff Directors of Special Ed	Monthly Basis

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 2

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
  - a. Target Population: Any student(s) grades K - 5<sup>th</sup>, who are academically struggling and function below grade level standards
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Trimester review of report cards
    - ii. Social worker, psychologist, and Teacher assessment of student's academic performance
  - d. NYSED Regulation: i.4
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Stress reduction, organization, and time management	All students K – 5 <sup>th</sup>	Social Worker Psychologists School Counselor	Teachers Lead Teacher	Ongoing
2. Parent/Teacher Conferences	All Students K – 5 <sup>th</sup>	Teachers Administration	Lead Teacher Social Worker, School Counselor Psychologists, School Supplies	As needed
3. Academic Intervention Services (AIS)	Identified students K – 5 <sup>th</sup>	Teachers Reading / SPL. ED	Principals Lead Teacher Teacher Assistants	Ongoing
4. Review of Report cards	All students K – 5 <sup>th</sup>	Administration Psychologists Social Worker Teachers/School Counselors	Parent	Ongoing
5. Student Conferences / Restorative Conversations	Students exhibiting academic concerns	Social Worker	Principal Psychologist	As needed
6. Referral to the Committee of Special Education (CSE) for Evaluation	Referred Students K – 5 <sup>th</sup>	CSE Team Parents	Principal, Psychologist, Social Worker, Parent Member	As needed
7. Instructional Support Team (IST) Grade level meetings SBIT	Identified students K – 5 <sup>th</sup>	Teachers Elementary Administration Psychologists	Parents, Caseworkers Student records, Therapist	Ongoing
8. Student Support	Identified students K – 5 <sup>th</sup>	Social Worker/Resource/SPL. ED/ Reading/OT/PT/School Counselor/Psychologist	Outside Providers Support Staff	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 3

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
- a. Target Population: Students in grades K - 5<sup>th</sup> who have exhibited excessive absences and tardiness
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness
    - ii. Increase communication with parent/guardian
    - iii. Increase in student academic achievement and self-esteem
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/ Social Worker meetings/contact
    - iii. Attendance Aide/Parental contact
  - d. NYSED Regulation: i.3
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students K - 5 <sup>th</sup>	School Counselor School Social Worker	Student Handbook, Attendance Aide, Psychologist, Supplies, Principals, Lead Teacher	Ongoing
2. Individual Counseling / SEL Screener	Identified students K - 5 <sup>th</sup>	Social Worker Elementary Administration	Psychologist Attendance Reports, Supplies, Counselor	Ongoing
3. Home visits	Identified students K - 5 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Lead Teacher Social Worker, CPS Attendance records	Ongoing
4. Phone calls home	Identified students K - 5 <sup>th</sup>	Attendance Aides Teachers	Lead Teacher, Social Worker, Psychologist, Nurses, Attendance Social Worker, Counselor	September - June
5. Child Protective Services CPS	Students with excessive absences	Principal, Psychologists, Social Worker	Pupil Personnel Staff, Nurses, Elementary Administration, Counselor	As needed
6. Attendance Incentive programs	Identified students K - 5 <sup>th</sup>	Teachers, Social workers Elementary Administration	Certificates, Prizes, Attendance Aide, Secretaries	Varies by building
7. Parent/Student Attendance program	Identified students K - 5 <sup>th</sup>	Social workers Psychologists Counselor	Parents, Games, Food craft	Fall
8. Attendance Support Group	All students K - 5 <sup>th</sup>	Social Worker	Pens, Paper, White Boards	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 4

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges
  - a. Target Population: Students whose behavior interferes with academic learning
  - b. Expected Outcomes:
    - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Social Worker and teacher observation of student behavior
  - d. NYSED Regulation: i.5 and i.6
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling to PICS:	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
2. Character Education: Conflict Management/Resolution, Consequences of bad behavior, Review of proper school behavior	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
3. Group Counseling Anger Management: Peer relationships, Immaturity, Depression, Anxiety, Crisis Intervention	Referred & identified students in K -5 <sup>th</sup>	Social Worker Psychologists School Counselor	Principals Lead Teacher Report Cards, Interns Disciplinary referrals	Ongoing
4. Individual counseling: Behavior problems, Adjustment problems Crisis: Bereavement, Bullying, changing family	Referred & identified students in K - 5 <sup>th</sup>	Psychologists Social Worker School Counselor	Interns, Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), DASA reports	Ongoing
5. Social Worker/Counselor Administrator conferences	Identified students in K -5 <sup>th</sup>	Social Workers, Psychologist, Lead Teacher, Principals	Disciplinary referral Report Cards	Ongoing
6. Social Worker /Counselor Parent conferences	Identified students in K - 5 <sup>th</sup>	Lead Teacher Principals	Disciplinary referral, Report Cards	Ongoing
7. Buddy Program	Identified students in K - 5 <sup>th</sup>	Social Worker Building Staff	Counselor	Ongoing
8. IST Program	Identified students in K - 5 <sup>th</sup>	All	Parents	Ongoing



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 5

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

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

- a. Target Population: All Students in grades Kindergarten – 5<sup>th</sup>
- b. Expected Outcomes:
  - i. Increase student awareness of Post-Secondary opportunities
  - ii. Increase student accountability for learning
- c. Annual Assessment:
  - i. Review career Plans/Portfolios
  - ii. Review Student permanent file
- d. NYSED Regulation: i.2
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Kindergarten screening	Incoming Kindergarten students	Classroom Teacher Speech/Language Teacher Reading Specialist	Principal, Psychologist Special Education Teacher Social Worker	June – Sept. ongoing
2. Instructional Support Team meetings and RTI	Students requiring AIS services in grades K – 5 <sup>th</sup>	Instructional Support Team Classroom Teachers Reading Teachers	Principal Pupil Personnel Staff	Ongoing
3. CSE/504 Annual Review	Students with special needs K – 5 <sup>th</sup>	CSE and 504 Committee members	Report cards Testing results IEP/504 Plans Teacher Feedback	Winter/Spring Ongoing
4. Individual Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
5. Group Counseling	Identified students K – 5 <sup>th</sup>	Psychologist, Social Worker, Intern	Principal Teacher/Parent feedback	As needed
6. College Awareness week	All students K – 5 <sup>th</sup>	Teachers, Elementary Administration	Social Worker, Psychologist, Staff	April
7. Visiting High School programs/CTE/Performing Group/Sports	All students K – 5 <sup>th</sup>	Teachers, Elementary Administration, Middle School Students	Social Worker, Psychologist, Staff	Ongoing
8. Student Ambassador (varies by building)	All New Entrants 2 <sup>nd</sup> – 5 <sup>th</sup>	Social Worker	Teachers, Student	Ongoing
9. Student Council	Elected students 4 <sup>th</sup> – 5 <sup>th</sup>	Student Council advisor	Teachers, Student body, Parents	Ongoing
10. Peer Mediation	Identified students 4 <sup>th</sup> – 5 <sup>th</sup>	Social Worker, Teacher	Training materials	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Tremont Elementary 6

## K - 5<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To educate students on personal safety
  - a. Target Population: Students in grades K - 5<sup>th</sup>
  - b. Expected Outcomes:
    - i. Increase personal knowledge of self-care/awareness
  - c. Annual Assessment:
    - i. Review security procedures
    - ii. Review the student wellness program
  - d. NYSED Regulation: i.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Instruction regarding personal safety Fire, bike and pool safety, stranger – danger, etc.	Students K - 5 <sup>th</sup>	Classroom Teacher, Community Organization	Nurse, Newsletter, Videos, Outside Presenters	Ongoing
2. Parent notification in the event they are a potential risk to children’s safety	Parents of students K – 5 <sup>th</sup>	Principal, PPS Staff	Central Office Admin, Nurse, Social Worker, Psychologist, Connect ED	As needed
3. Counseling(Group/Individual)	Identified students in grades K - 5 <sup>th</sup>	Psychologist, Social Worker	Outside Agencies	As needed
4. Ambulance/EMT Visits/Fire Depart.	Students K – 4 <sup>th</sup>	Principal	Local Agencies, Nurse	Annual
5. Health Education Program	Students 4 <sup>th</sup> – 5 <sup>th</sup>	Teacher, Classroom Teacher	Nurse, Social Workers	Ongoing
6. Fire Prevention Program	Students K – 5 <sup>th</sup>	Fire Department	Teacher	October
7. Caring Kids	All students K – 1 <sup>st</sup>	Social Worker, Interns	Teacher, puppets, books, Frisbee	Fall
8. Safety Patrol	Identified 5 <sup>th</sup> graders	Physical Education	Social Worker, Vest Sash	Ongoing

6<sup>th</sup> – 8<sup>th</sup> GRADE  
GUIDANCE PLAN

Program Objective:

- \* An annual review of each student's educational progress and career plan
- \* To provide interventions for students who exhibit academic challenges
- \* To provide interventions to enable students to excel academically/socially/emotionally
- \* To provide interventions to assist students who exhibit attendance problems
- \* To provide advisement on developing and implementing Post-Secondary Education and Career Plans
- \* To provide interventions for students who exhibit behavior or adjustment problems
- \* To encourage parental involvement

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Saxton Middle School 1

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to enable students to benefit from the curriculum
  - a. Target Population: Any student(s) grades 6<sup>th</sup> - 8<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
    - ii. Students will acquire the needed academic preparation to prepare for High School
  - c. Annual Assessment:
    - i. Counselor/Teacher observation/evaluation
  - d. NYSED Regulation: ii4.1
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Individual/Group Counseling a. (Social emotional)	Identified students in 6 <sup>th</sup> - 8 <sup>th</sup>	Social Worker, Psychologists, School Counselors	Teachers, Family Center/Outside Agencies	Ongoing
2. Scheduling via classroom a. Presentations/individual meetings/lessons	All students in 6 <sup>th</sup> - 8 <sup>th</sup>	School Counselors	Student Handbook, Teachers, Principals, Lead Teacher, Director of Guidance	January/ March
3. Placement changes	Identified students	School Teacher, Counselor	Report Cards, Administration; I ready Data	Ongoing
4. Leadership Program	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker, School Counselor	Outside Agency	Ongoing
5. Instructional Support Team (IST) Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Assistant Principal, Teachers, Support Staff	Report Cards	Ongoing
6. PDP/Extra Help	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers	Principals, Assistant Principals School Counselors	Ongoing
7. Parent/Teacher Conferences	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker, Deans	As needed
8. Restorative Period	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker, Deans	Daily
9. Academic Intervention Services (AIS)	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Teachers	Principals, Assistant Principal	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Saxton Middle School 2

## 6<sup>th</sup> - 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades 6<sup>th</sup> - 8<sup>th</sup> who have exhibited attendance problems.
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness.
    - ii. Students will demonstrate academic improvement and social-emotional growth
  - c. Annual Assessment:
    - i. Review of Attendance Reports frequently
  - d. NYSED Regulation: ii4.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aide School Counselors Social Workers	Student Handbook, Principals Assistant Principals	Ongoing
2. Individual Counseling / SEL Screener	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers	Psychologist, Attendance Reports, Administration	Ongoing
3. Home visits	Identified students 6 <sup>th</sup> – 8 <sup>th</sup> with excessive absences	School Social Worker	Principals, Assistant Principals School Counselors, Attendance records, Deans	Ongoing
4. Referral to outside agencies a. (Family Court PINS Petition resulting in individual counseling) b. Child Protective Services CPS	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Workers, School Counselors, School Psychologist	Administration, Attendance records, Agency contacts, Attendance Aide, Psychologist, Deans	As needed
5. Phone calls/letters home	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aides	Assistant Principals, School Counselors Attendance Social Worker, School worker, Guidance Secretary	September - June
6. Attendance Support Group	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker	Deans	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Saxton Middle School 3

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide advisement on developing and implementing Post-Secondary Education and Career Plans
  - a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will develop skills to investigate the world of work.
    - ii. Students will understand the requirements for graduation and post-secondary options
  - c. Annual Assessment:
    - i. Counselor Observation
    - ii. Feedback from Teachers/Staff
  - d. NYSED Regulation: ii4.6
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. College Program/ Naviance	All students in 8 <sup>th</sup>	Counselors	Teachers, Librarians, College applications, Packet of additional resources, Business Classes	November/ May
2. College Board Access Research, Letter to Parents	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Counselors	Teachers, Librarians, College applications, Packet of additional resources	May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Saxton Middle School 4

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges

- a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup> who Exhibit behavior or adjustment problems
- b. Expected Outcomes:
  - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
  - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
- c. Annual Assessment:
  - i. Review of disciplinary referrals
- d. NYSED Regulation: ii4.4 and ii4.5
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling:	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Principals Assistant Principals Report Cards Disciplinary referral	Ongoing
2. Individual counseling:	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists, School Counselors, Social Workers	Behavioral Intervention Plan (BIP)	Ongoing
3. Referral to CSE or outside agency a. (PINS)	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists School Counselors Social Workers Assistant Principals	Teachers, Outside Agencies, Disciplinary Referrals, Deans	Ongoing
4. PPS Meetings	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Assistant Principals, Principals, Social workers, Psychologists	Disciplinary referral Report Cards	Ongoing
5. Counselor/Parent conferences/ PDP	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Assistant Principals Principals Teachers	Disciplinary referral Report Cards, Deans	Ongoing
6. At-Risk Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Administrators, Support Staff, School Nurses, Deans	Report Cards, Attendance Reports, Discipline Records, Deans	Monthly
7. Peer Mediators / Restorative Conversations	Referred students in 6 <sup>th</sup> – 7 <sup>th</sup>	Psychologist	Administrators, Teachers, teachers, Deans	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Saxton Middle School 5

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To encourage parental involvement.

a. Target Population: Parents of students in grades 6<sup>th</sup> – 8<sup>th</sup>

b. Expected Outcomes:

i. Parents will:

1. Understand their children’s academic progress, abilities, interests, and social development
2. Be involved in the selection of their child’s educational program
3. Foster relationships and increase communication with school staff members and be able to access technologist

c. Annual Assessment:

- i. Parent Attendance at events
- ii. Observations by School Counselors, Teachers, and Administration/Social Workers
- iii. Parent feedback during formal and informal meetings
- iv. Parent Portal usage

d. NYSED Regulation: ii4.7

i. CDOS Standard:

ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Principals, Assistant Principals, School Counselors, School Social Worker	Administration/School Secretaries, Psychologists	Fall-Spring ongoing
2. Parent/School Counselor conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Student records, Career folders	Ongoing
3. Registration of New Students	Parents/New Students in grades 6 <sup>th</sup> - 8 <sup>th</sup>	District Wide Registration	Guidance Secretaries, Registration forms, Student records, Scheduling materials, Student handbook, school counselor	Ongoing
4. School Messenger messages	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Middle School Administration		Ongoing
5. Programming, Scheduling Students, and Course Selections	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors	Scheduling materials, Classroom visits, Secretaries, Teachers, Parents, MS Administration	February - June
6. Progress Reports/Report cards via Parent Portal	Parents and students in 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Middle School Administration, E-School	Quarterly
7. Parent Teacher Association meetings (PTA)	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	PTA Members Middle School Administration	Teachers	Monthly Basis
8. Open house; Back to School night	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Social Worker, Counselors	Middle School Administration	September
9. Awards Ceremony (Honor Society)	All identified students	Guidance/Administration	Teachers	May
10. 8 <sup>th</sup> Grade Moving Up Ceremony	8 <sup>th</sup> graders	Administration, Guidance	Secretaries, Certificates, Refreshments	June
11. Bilingual Information Night	Bilingual parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Administration, Support Staff, ENL Teachers, ENL Director	Teachers	November
12. Programming Night/ Elective Fair	Parents and students in grades 6 <sup>th</sup> -8 <sup>th</sup>	Administration, Guidance	Teachers, Students	January



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Oregon Middle School 1

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to enable students to benefit from the curriculum
  - a. Target Population: Any student(s) grades 6<sup>th</sup> - 8<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
    - ii. Students will acquire the needed academic preparation to prepare for High School
  - c. Annual Assessment:
    - i. Counselor/Teacher observation/evaluation
  - d. NYSED Regulation: ii4.1
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Individual/Group Counseling a. (Social emotional)	Identified students in 6 <sup>th</sup> - 8 <sup>th</sup>	Social Worker, Psychologists, School Counselors	Teachers, Family Center/Outside Agencies	Ongoing
2. Scheduling via classroom a. Presentations/individual meetings/lessons	All students in 6 <sup>th</sup> - 8 <sup>th</sup>	School Counselors	Student Handbook, Teachers, Principals, Assistant Principals, Director of Guidance	January/ March
3. Placement changes	Identified students	School Teacher, Counselor	Report Cards, Administration	Ongoing
4. Leadership Program	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker, School Counselor	Outside Agency	Ongoing
5. Instructional Support Team (IST) Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Assistant Principal, Teachers, Support Staff	Report Cards	Ongoing
6. PDP/Extra Help	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers	Principals, Assistant Principals School Counselors	Ongoing
7. Parent/Teacher Conferences	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker, Deans	As needed
8. Restorative Period	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker, Deans	
9. Academic Intervention Services (AIS)	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Teachers	Principals, Assistant Principals, Deans	Ongoing
10. PLC Period	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	School Teacher, Counselor	Principals, Assistant Principals, Directors	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Oregon Middle School 2

## 6<sup>th</sup> - 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades 6<sup>th</sup> - 8<sup>th</sup> who have exhibited attendance problems.
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness.
    - ii. Students will demonstrate academic improvement and social-emotional growth
  - c. Annual Assessment:
    - i. Review of Attendance Reports frequently
  - d. NYSED Regulation: ii4.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aide, School Counselors, School Social Workers	Student Handbook, Principals Assistant Principals	Ongoing
2. Individual Counseling	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers	Psychologist, Attendance Reports, Administration	Ongoing
3. Home visits	Identified students 6 <sup>th</sup> – 8 <sup>th</sup> with excessive absences	School Social Worker	Principals, Assistant Principals School Counselors, Attendance records, Deans	Ongoing
4. Referral to outside agencies <ul style="list-style-type: none"> <li>a. (Family Court PINS Petition resulting in individual counseling)</li> <li>b. Child Protective Services CPS</li> </ul>	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Workers, School Counselors, School Psychologist	Administration, Attendance records, Agency contacts, Attendance Aide, School Counselors, Psychologist	As needed
5. Phone calls/letters home	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aides	Assistant Principals, School Counselors Attendance Social Worker, School worker, Guidance Secretary, Deans	September - June
6. Attendance Support Group	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker	Deans	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Oregon Middle School 3

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To provide advisement on developing and implementing Post-Secondary Education and Career Plans

a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup>

b. Expected Outcomes:

- i. Students will develop skills to investigate the world of work.
- ii. Students will understand the requirements for graduation and post-secondary options

c. Annual Assessment:

- i. Counselor Observation
- ii. Feedback from Teachers/Staff

d. NYSED Regulation: ii4.6

- i. CDOS Standard:
- ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. College Program/ Naviance	All students in 8 <sup>th</sup>	Counselors	Teachers, Librarians, College applications, Packet of additional resources	November/ May
2. College Board Access Research, Letter to Parents	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Counselors	Teachers, Librarians, College applications, Packet of additional resources	May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Oregon Middle School 4

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges

- a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup> who Exhibit behavior or adjustment problems
- b. Expected Outcomes:
  - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
  - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
- c. Annual Assessment:
  - i. Review of disciplinary referrals
- d. NYSED Regulation: ii4.4 and ii4.5
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling / SEL Screener	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Principals Assistant Principals Report Cards Disciplinary referral	Ongoing
2. Individual counseling / SEL Screener	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists, School Counselors, Social Workers	Behavioral Intervention Plan (BIP)	Ongoing
3. Referral to CSE or outside agency a. (PINS)	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists School Counselors Social Workers Assistant Principals	Teachers, Outside Agencies, Disciplinary Referrals	Ongoing
4. PPS Meetings	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Assistant Principals, Principals, Social workers, Psychologists	Disciplinary referral Report Cards	Ongoing
5. Counselor/Parent conferences/ PDP	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Assistant Principals Principals Teachers	Disciplinary referral Report Cards	Ongoing
6. At-Risk Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Administrators, Support Staff, School Nurses, Deans	Report Cards, Attendance Reports, Discipline Records	Monthly
7. Peer Mediators / Restorative Conversation	Referred students in 6 <sup>th</sup> – 7 <sup>th</sup>	Psychologist, Social Worker	Administrators, Teachers	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Oregon Middle School 5

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To encourage parental involvement.

- a. Target Population: Parents of students in grades 6<sup>th</sup> – 8<sup>th</sup>
- b. Expected Outcomes:
  - i. Parents will:
    - 1. Understand their children’s academic progress, abilities, interests, and social development
    - 2. Be involved in the selection of their child’s educational program
    - 3. Foster relationships and increase communication with school staff members and be able to access technologist
- c. Annual Assessment:
  - i. Parent Attendance at events
  - ii. Observations by School Counselors, Teachers, and Administration/Social Workers
  - iii. Parent feedback during formal and informal meetings
  - iv. Parent Portal usage
- d. NYSED Regulation: ii4.7
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Principals, Assistant Principals, School Counselors, School Social Worker	Administration/School Secretaries, Psychologists	Fall-Spring ongoing
2. Parent/School Counselor conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Student records, Career folders	Ongoing
3. Registration of New Students	Parents/New Students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	District Wide Registration	Guidance Secretaries, Registration forms, Student records, Scheduling materials, Student handbook, school counselor	Ongoing
4. School Messenger messages	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Middle School Administration		Ongoing
5. Programming, Scheduling Students, and Course Selections	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors	Scheduling materials, Classroom visits, Secretaries, Teachers, Parents, MS Administration	February - June
6. Progress Reports/Report cards via Parent Portal	Parents and students in 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Middle School Administration, E-School	Quarterly
7. Parent Teacher Association meetings (PTA)	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	PTA Members Middle School Administration	Teachers	Monthly Basis
8. Open house; Back to School night	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Social Worker, Counselors	Middle School Administration	September
9. Awards Ceremony (Honor Society)	All identified students	Guidance/Administration	Teachers	May
10. 8 <sup>th</sup> Grade Moving Up Ceremony	8 <sup>th</sup> graders	Administration Guidance	Secretaries, Certificates, Refreshments	June
11. Bilingual Information Night	Bilingual parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Administration, Support Staff, ENL Teachers, ENL Director	Teachers	November
12. Programming Night/ Elective Fair	Parents and students in grades 6 <sup>th</sup> -8 <sup>th</sup>	Administration, Guidance	.Teachers, Students	January

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: South Ocean Middle School 1

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To provide interventions to enable students to benefit from the curriculum

- a. Target Population: Any student(s) grades 6<sup>th</sup> - 8<sup>th</sup>
- b. Expected Outcomes:
  - i. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
  - ii. Students will acquire the needed academic preparation to prepare for High School
- c. Annual Assessment:
  - i. Counselor/Teacher observation/evaluation
- d. NYSED Regulation: ii4.1
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Individual/Group Counseling a. (Social emotional)	Identified students in 6 <sup>th</sup> - 8 <sup>th</sup>	Social Worker, Psychologists, School Counselors	Teachers, Family Center/Outside Agencies	Ongoing
2. Scheduling via classroom a. Presentations/individual meetings/lessons	All students in 6 <sup>th</sup> - 8 <sup>th</sup>	School Counselors	Student Handbook, Teachers, Principals, Assistant Principals, Director of Guidance	January/ March
3. Placement changes	Identified students	School Teacher, Counselor	Report Cards, Administration	Ongoing
4. Leadership Program	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker, School Counselor	Outside Agency	Ongoing
5. Instructional Support Team (IST) Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Assistant Principal, Teachers, Support Staff	Report Cards	Ongoing
6. PDP/Extra Help	Identified students In 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers	Principals, Assistant Principals School Counselors	Ongoing
7. Parent/Teacher Conferences	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker, Deans	As needed
8. Academic Intervention Services (AIS)	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Teachers	Principals, Assistant Principal	Ongoing
9. PLC Period	All Students 6 <sup>th</sup> – 8 <sup>th</sup>	School Teacher, Counselor	Principals, Assistant Principals, Directors	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: South Ocean Middle School 2

## 6<sup>th</sup> - 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades 6<sup>th</sup> - 8<sup>th</sup> who have exhibited attendance problems.
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness.
    - ii. Students will demonstrate academic improvement and social-emotional growth
  - c. Annual Assessment:
    - i. Review of Attendance Reports frequently
  - d. NYSED Regulation: ii4.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement (CARS)	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aide, School Counselors, School Social Workers	Student Handbook, Principals Assistant Principals	Ongoing
2. Individual Counseling	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers	Psychologist, Attendance Reports, Administration	Ongoing
3. Home visits	Identified students 6 <sup>th</sup> – 8 <sup>th</sup> with excessive absences	School Social Worker	Principals, Assistant Principals School Counselors, Attendance records	Ongoing
4. Referral to outside agencies <ul style="list-style-type: none"> <li>a. (Family Court PINS Petition resulting in individual counseling)</li> <li>b. Child Protective Services CPS</li> </ul>	Identified students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Workers, School Counselors, Psychologist	Administration, School Counselors, Attendance records, Agency contacts, Attendance Social Worker, Psychologist	As needed
5. Phone calls/letters home	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Attendance Aides	Assistant Principals, School Counselors Attendance Social Worker, School worker, Guidance Secretary	September - June
6. Attendance Support Group	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Social Worker	Deans	October - May

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: South Ocean Middle School 3

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide advisement on developing and implementing Post-Secondary Education and Career Plans
  - a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will develop skills to investigate the world of work.
    - ii. Students will understand the requirements for graduation and post-secondary options
  - c. Annual Assessment:
    - i. Counselor Observation
    - ii. Feedback from Teachers/Staff
  - d. NYSED Regulation: ii4.6
    - i. CDOS Standard:
    - ii. ASCA Standard:
  
- b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. College Board Access Research, Letter to Parents	All students 6 <sup>th</sup> – 8 <sup>th</sup>	Counselors	Teachers, Librarians, College applications, Packet of additional resources	November/ May
2. Naviance	Grades 7 <sup>th</sup> – 8 <sup>th</sup>	Counselors		November/ May
3. Program of Studies	All Students in 8 <sup>th</sup>	Counselors	Teachers, additional supporting resources	January-May



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: South Ocean Middle School 4

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges

- a. Target Population: Students in grades 6<sup>th</sup> – 8<sup>th</sup> who Exhibit behavior or adjustment problems
- b. Expected Outcomes:
  - i. Reduction of disciplinary referrals for students who participate in group/ individual counseling
  - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
- c. Annual Assessment:
  - i. Review of disciplinary referrals
- d. NYSED Regulation: ii4.4 and ii4.5
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling/ SEL Screener	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Principals Assistant Principals Report Cards Disciplinary referral	Ongoing
2. Individual counseling/ SEL Screener	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists, School Counselors, Social Workers	Behavioral Intervention Plan (BIP)	Ongoing
3. Referral to CSE or outside agency a. (PINS)	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Psychologists School Counselors Social Workers Assistant Principals	Teachers, Outside Agencies, Disciplinary Referrals	Ongoing
4. PPS Meetings	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Assistant Principals, Principals, Social workers, Psychologists	Disciplinary referral Report Cards	Ongoing
5. Counselor/Parent conferences/ PDP	Referred & identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors Assistant Principals Principals Teachers	Disciplinary referral Report Cards	Ongoing
6. At-Risk Meetings	Identified students in 6 <sup>th</sup> – 8 <sup>th</sup>	Administrators, Support Staff, School Nurses, Deans	Report Cards, Attendance Reports, Discipline Records	Monthly
7. Peer Mediators / Restorative Conversation	Referred students in 6 <sup>th</sup> – 7 <sup>th</sup>	School Psychologist	Administrators, Teachers	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: South Ocean Middle School 5

## 6<sup>th</sup> – 8<sup>th</sup> GRADE GUIDANCE PLAN

a. Program Objective: To encourage parental involvement.

- a. Target Population: Parents of students in grades 6<sup>th</sup> – 8<sup>th</sup>
- b. Expected Outcomes:
  - i. Parents will:
    - 1. Understand their children’s academic progress, abilities, interests, and social development
    - 2. Be involved in the selection of their child’s educational program
    - 3. Foster relationships and increase communication with school staff members and be able to access technologist
- c. Annual Assessment:
  - i. Parent Attendance at events
  - ii. Observations by School Counselors, Teachers, and Administration/Social Workers
  - iii. Parent feedback during formal and informal meetings
  - iv. Parent Portal usage
- d. NYSED Regulation: ii4.7
  - i. CDOS Standard:
  - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Principals, Assistant Principals, School Counselors, School Social Worker	Administration/School Secretaries, Psychologists	Fall-Spring ongoing
2. Parent/School Counselor conferences	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Student records, Career folders	Ongoing
3. Registration of New Students	Parents/New Students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors, Assistant Principals	Guidance Secretaries, Registration forms, Student records, Scheduling materials, Student handbook, school counselor	Ongoing
4. School Messenger messages	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Middle School Administration		Ongoing
5. Programming, Scheduling Students, and Course Selections	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	School Counselors	Scheduling materials, Classroom visits, Secretaries, Teachers, Parents, MS Administration	February - June
6. Progress Reports/Report cards via Parent Portal	Parents and students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers School Counselors	Middle School Administration, E-School	Quarterly
7. Parent Teacher Association meetings (PTA)	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	PTA Members Middle School Administration	Teachers	Monthly Basis
8. Open house; Back to School night	Parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Teachers, Social Worker, Counselors	Middle School Administration	September
9. Awards Ceremony (Honor Society)	All identified students	Guidance/Administration	Teachers	May
10. 8 <sup>th</sup> Grade Moving Up Ceremony	8 <sup>th</sup> graders	Administration Guidance	Secretaries, Certificates, Refreshments	June
11. Bilingual Information Night	Bilingual parents of students in grades 6 <sup>th</sup> – 8 <sup>th</sup>	Administration, Support Staff, ENL Teachers, ENL Director	Teachers	November
12. Programming Night/ Elective Fair	Parents and students in grades 6 <sup>th</sup> -8 <sup>th</sup>	Administration, Guidance	.Teachers, Students	January

9<sup>th</sup> – 12<sup>th</sup> GRADE  
GUIDANCE PLAN

Program Objective:

- \* An annual review of each student's educational progress and career plan
- \* To provide interventions for students who exhibit academic challenges
- \* To provide interventions to enable students to benefit from the curriculum
- \* To provide interventions to assist students who exhibit attendance problems
- \* To provide advisement on developing and implementing Post-Secondary Education and Career Plans
- \* To provide interventions for students who exhibit behavior or adjustment problems
- \* To encourage parental involvement

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 1

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: An annual review of each student’s educational progress and career plan.
  - a. Target Population: All students 9<sup>th</sup> -12<sup>th</sup>
  - b. Expected Outcomes:
    - i. Provide students, parents, and staff with appropriate information concerning students’ academic and social progress during the school year.
    - ii. Students will be able to learn about various careers and the world of work.
  - c. Annual Assessment:
    - i. Review student report cards, progress reports, state assessments, and transcripts
    - ii. Feedback from students’ teachers, parents, and counselors
    - iii. Number of counselor meetings with students
  - d. NYSED Regulation: ii.2
    - i. CDOS Standard:
    - ii. ASCA Standard:
- b. Program Description:

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Academic Reviews: a. Counselors review a student’s performance/ goals approx. every 5-6 weeks	All students 9 <sup>th</sup> -12 <sup>th</sup>	School Counselors Teachers	Faculty Secretarial Staff	Every progress & report card approx. every 5-6 weeks
2. Committee Special Education(CSE) a. Behavioral intervention plans b. 504 Meetings	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Teachers Psychologist, School Nurse Social Workers	Administration, Psychologist, Nurse faculty input, Student records, Parent/Guardian, Community agencies- Therapists	As needed
3. Senior Annual Reviews	All 12 <sup>th</sup> graders (11 <sup>th</sup> graders as needed-early grads)	School Counselors	Parents, Application forms, post-secondary senior annual review materials, Admission representatives	September- November
4. Post-secondary transcripts, college applications, and recommendations	Graduating Seniors	School Counselors	Secretarial staff, faculty input, parents' application forms, post-secondary	As needed
5. Class rank/cumulative average	All students 9 <sup>th</sup> -12 <sup>th</sup>	Principals, School Counselors Secretarial Staff	Principal Director of Guidance	On-Going
6. Team Meetings/ PLC Periods / McKinney-Vento students	All students 9 <sup>th</sup> – 12 <sup>th</sup>	Guidance counselors, Classroom Teachers, Assistant Principals, TOR	Assistant principals Social worker Psychologist	September- June (As needed)
7. Individual/Group Counseling / SEL Screener	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Social Workers, School Psychologists	Assistant principals	September- June
8. Naviance/Family Connection	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Director of Guidance/ Lead Teacher	September – June
9. Junior Conferences / Junior College Night	11 <sup>th</sup> grade students/ parents	School Counselors	Principals, Assistant Principals Director of Guidance Junior Conference materials	Jan- April
10. Transition Meetings: 8 <sup>th</sup> -grade school counselors meet with 9 <sup>th</sup> -grade counselors to discuss information relating to incoming 9 <sup>th</sup> -grade students	9 <sup>th</sup>	middle school counselors high school counselors	Director of Guidance	June
11. Transcript Review	12 <sup>th</sup>	School Counselors	Principals Director of Guidance	September - October

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 2

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit academic challenges
- a. Target Population: Any student(s) grades 9<sup>th</sup> – 12<sup>th</sup> who has failed or is failing two or more academic subjects.
  - b. Expected Outcomes:
    - i. Students will show improvement in their academic grades as demonstrated on Progress reports/ Report cards.
    - ii. Students will be provided with support to increase academic grades.
  - c. Annual Assessment:
    - i. Quarterly review of progress reports
    - ii. Quarterly review of report cards
    - iii. Counselor and Teacher assessment of student's academic performance
  - d. NYSED Regulation: ii4.3
    - i. CDOS Standard:
    - ii. ASCA Standard:
- b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling topics: Study skills, time management	All students 9 <sup>th</sup> -12 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Teachers Assistant Principals	Ongoing
2. PDP/Extra Help	Identified students 9 <sup>th</sup> – 12 <sup>th</sup>	Teachers	Principals, Assistant Principals School Counselors	Ongoing
3. Parent/Teacher Conferences	All Students 9 <sup>th</sup> – 12 <sup>th</sup>	Teachers School Counselors	Assistant Principals Social Worker	As needed
4. Academic Level Changes	All Students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Teachers, Principals, Assistant Principals Director of Guidance	As needed
5. Academic Intervention Services(AIS)	Identified students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors Teachers	Principals, Assistant Principal	Ongoing
6. Senior Failure lists (Graduation Jeopardy letters/non grads)	Identified students 12 <sup>th</sup> grade	School Counselors	Teachers, Principals, Assistant Principals Director of Guidance	Ongoing
7. Review of Report cards/Progress reports	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Teachers, Principals, Assistant Principals, Department Chairs	Ongoing
8. PLC Period	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Teacher, Counselor	Principals, Assistant Principals, Directors	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 3

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to enable students to benefit from the curriculum.
  - a. Target Population: Any student(s) grades 9<sup>th</sup> – 12<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will be able to plan and progress in educational programs appropriate to their abilities and interest.
    - ii. Students will be knowledgeable of the requirements needed for graduation.
    - iii. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
  - c. Annual Assessment:
    - i. School Counselor and teacher observation of change in student academic achievement.
    - ii. Student satisfaction with present and future educational programs,
    - iii. Teacher/Parent feedback
  - d. NYSED Regulation: ii4.1
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Individual/Group Counseling / SEL Screener (Social emotional)	Identified students 9 <sup>th</sup> – 12 <sup>th</sup>	Social Worker Psychologists	Counselors	Ongoing
2. Financial Aid Night/ Senior Parent Night	All Students 10 <sup>th</sup> – 12 <sup>th</sup>	School Counselors Director of Guidance	Principals, Assistant Principals PowerPoint	September – January
3. Freshman transition visit	All incoming 9 <sup>th</sup> grade students	Principals, Assistant Principals Teachers	School Counselors	August
4. Classroom visits PSAT, Naviance, Program of Studies	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Principals, Assistant Principals Director of Guidance	September - December
5. College/Career Day	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Principals	Director of Guidance, Outside Agency	Spring
6. Student Orientation	9 <sup>th</sup> grade students CTE students	Teachers. Principals, Assistant Principals	Counselors, Staff	September
7. Scheduling Presentations/individual meetings	All students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Student Handbook, Teachers Principals, Assistant Principals Director of Guidance	February - March
8. CTE/BOCES Push-ins and Campus Visits	10 <sup>th</sup> and 11 <sup>th</sup> grade students	School Counselors Assistant Principal	Principal PowerPoint Presentation	February - March
9. STEP in Coordination with SCCC	All Students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors Director of Guidance	SCC Representative	Ongoing
10. Program of Studies / Elective Fair	All Students 9 <sup>th</sup> - 12 <sup>th</sup>	School Counselors, Director of Guidance, Academic Directors,	Building Administration, Staff	October - December

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 4

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions to assist students who exhibit attendance problems.
  - a. Target Population: Students in grades 9<sup>th</sup>– 12<sup>th</sup> who have exhibited attendance problems.
  - b. Expected Outcomes:
    - i. Students involved in group/individual counseling will reduce absenteeism & tardiness.
  - c. Annual Assessment:
    - i. Attendance reports
    - ii. Frequency of Attendance Social Worker/Counselor meetings/contact
    - iii. High School Attendance data
  - d. NYSED Regulation: ii4.2
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling, review of student attendance records, attendance procedures, and relationship to academic achievement (CARS), Restorative Conversations	Identified students 9 <sup>th</sup> -12 <sup>th</sup>	Attendance Social Worker, School Counselors	Student Handbook Principals, Assistant Principals, Deans	Ongoing
2. Individual Counseling / SEL Screener	Identified students 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Psychologist Attendance Reports Administration, Deans	Ongoing
3. Home Visits	Identified students 9 <sup>th</sup> – 12 <sup>th</sup> with excessive absences	Attendance Social Worker	Principals, Assistant Principals School Counselors Attendance records	Ongoing
4. Referral to outside agencies (Family Court PINS Petition resulting in individual counseling)	Identified students 9 <sup>th</sup> – 12 <sup>th</sup>	Attendance Social Worker	School Counselors, Attendance records, Agency contacts, Attendance, Social Worker, Psychologist	Ongoing
5. Phone calls home	All students 9 <sup>th</sup> – 12 <sup>th</sup>	Attendance Aides	Assistant Principals, School Counselors Attendance Social Worker	September - June
6. Parent/Teacher Day and Night Conferences	All Students 9 <sup>th</sup> – 12 <sup>th</sup>	Teachers, Administrators, Counselors	Academic Directors	October

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 5

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide advisement on developing and implementing post-secondary education and career plans
  - a. Target Population: Students in grades 9<sup>th</sup> – 12<sup>th</sup>
  - b. Expected Outcomes:
    - i. Students will develop post-secondary education career plans.
    - ii. Students will have an awareness of careers and the world of work.
  - c. Annual Assessment:
    - i. Senior survey
    - ii. Naviance usage
  - d. NYSED Regulation: ii4.6
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. College/Career night	All students in 9 <sup>th</sup> - 12 <sup>th</sup>	Principals, Assistant Principals, School Counselors	Teachers, College Representative College workshop facilities	October
2. College visits	All students in 12 <sup>th</sup> 11 <sup>th</sup> graders (Early Grads)	School Counselors Guidance Secretaries	Principals, Assistant Principals Director of Guidance	October - December
3. College/ Career trips	All students in 11 <sup>th</sup> – 12 <sup>th</sup>	School Counselors Director of Guidance	Assistant Principals	Ongoing
4. Military Advisement	Interested students in 11 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Military Liaison, Military Personnel	Director of Guidance, High School Administration	March - June
5. Scholarship Information a. Scholarship night	All Students in 12 <sup>th</sup>	School Counselors Outside Agencies	Assistant Principals Principals	May
6. Junior/Senior Annual reviews	All students in 11 <sup>th</sup> - 12 <sup>th</sup>	School Counselors	Principals, Guidance Secretaries Director of Guidance	November – December April - June
7. Naviance a. (Surveys to assist students in selecting colleges/interests)	All Students in 12 <sup>th</sup>	School Counselors Guidance Secretaries	Junior handbook, Senior Annual review materials, Principal Director of Guidance	May - June
8. Onsite Admissions	All Students in 12 <sup>th</sup>	School Counselors Guidance Secretaries	College Representatives	Ongoing
9. Early College Program	All students in 10 <sup>th</sup> -12 <sup>th</sup>	Director of Guidance, School Counselor	Suffolk College Representative	September / January
10. Community Profile	All Students	Director of Guidance, School Counselor	Building Administration, Academic Directors	April – July



# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 6

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To provide interventions for students who exhibit behavior or adjustment challenges.
  - a. Target Population: Students in grades 9<sup>th</sup>– 12<sup>th</sup> who have failed or are failing one or more subjects.
  - b. Expected Outcomes:
    - i. Reduced disciplinary referrals for students who participate in group/ individual counseling
    - ii. Students with behavioral issues will be able to improve conflict management skills through group/individual counseling
  - c. Annual Assessment:
    - i. Reduced number of student referrals
    - ii. Counselor and teacher observation of student behavior
  - d. NYSED Regulation: ii4.4 and ii4.5
    - i. CDOS Standard:
    - ii. ASCA Standard:

b. Program Description:

Activities:	Target Group/Student focus	Staff Assigned	Other Resources	Timeline
1. Group counseling / SEL Screener	Referred & identified students in 9 <sup>th</sup> - 12 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Principals, Assistant Principals Report Cards, Disciplinary referral	Ongoing
2. Individual counseling / SEL Screener	Referred & identified students in 9 <sup>th</sup> - 12 <sup>th</sup>	Psychologists, School Counselors, Social Workers	Behavioral Intervention Plan (BIP)	Ongoing
3. Referral to CSE or outside agency	Referred & identified students in 9 <sup>th</sup> - 12 <sup>th</sup>	Psychologists, School Counselors, Social Workers Assistant Principals	School Counselors, Teachers, Psychologist, Outside Agencies	Ongoing
4. Counselor/Administrator conferences	Identified students in 9 <sup>th</sup> - 12 <sup>th</sup>	School Counselors, Assistant Principals, Principals	Disciplinary referral Report Cards	Ongoing
5. Counselor/Parent conferences	Identified students in 9 <sup>th</sup> - 12 <sup>th</sup>	School Counselors, Assistant Principals, Principals	Disciplinary referral Report Cards	Ongoing

# PATCHOGUE-MEDFORD SCHOOL DISTRICT

Building: Patchogue-Medford High School 7

## 9<sup>th</sup> – 12<sup>th</sup> GRADE GUIDANCE PLAN

- a. Program Objective: To encourage parental involvement.
  - a. Target Population: Parents of students in grades 9<sup>th</sup> – 12<sup>th</sup>
  - b. Expected Outcomes:
    - i. Parents will:
      - 1. Understand their children’s academic progress, abilities, interests, and social development
      - 2. Become familiar with the High School curriculum
      - 3. Be involved in the selection of their child’s educational program
      - 4. Participate in post-secondary planning
  - c. Annual Assessment:
    - i. Parent feedback during formal and informal meetings
    - ii. Parent attendance at events
    - iii. Observations by School Counselors and Administration
  - d. NYSED Regulation: ii4.7
    - i. CDOS Standard:
    - ii. ASCA Standard:

**b. Program Description:**

Activities:	Target Group/ Student focus	Staff Assigned	Other Resources	Timeline
1. Parent/Teacher conferences	Parents of students in grades 9 <sup>th</sup> - 12 <sup>th</sup>	Teachers, Principals, Assistant Principals, School Counselors	Administration/Guidance Secretaries	Fall-Spring ongoing
2. Parent/School Counselor conferences	Parents of students in grades 9 <sup>th</sup> - 12 <sup>th</sup>	School Counselors, Social Workers, Psychologists	Student records, Career folders, College references, College entrance exams, Scholarships & Financial Aid information	Ongoing
3. Registration of New Students	Parents/New Students in grades 9 <sup>th</sup> 12 <sup>th</sup>	District Wide Registration	Guidance Secretaries, Registration forms, Student records, Scheduling materials, Student handbook, school counselor, support staff	Ongoing
4. Letters, Connect education correspondence & Phone calls (Director letter, Annual Reviews, PSAT, etc.)	Parents of students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Assistant Principals, Principals	College, Career information, Student Record, Report cards, Notice of Failure, Progress Reports, Disciplinary Referrals, Attendance reports	Ongoing
5. Programming, Scheduling Students, Course Selections & Annual Reviews	Parents of students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Assistant Principals, Director of Guidance	Scheduling materials, English and Social Studies classroom visits, Secretaries, Teachers, Parents	February - June
6. District Guidance website	Parents/Students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors	Website Specialist/ Director of Guidance	Ongoing
7. Financial Aid Night	Parents of students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	School Counselors, Financial/Aid Specialists, Director of Guidance	FAFSA Application, Principals	November
8. 8 <sup>th</sup> Grade Curriculum Night	Incoming 9 <sup>th</sup> graders	High School Administration	School Counselors	January
9. Progress Reports/Report cards via Parent Portal	Parents and students 9 <sup>th</sup> – 12 <sup>th</sup>	Teachers, School Counselors	High School Administration, E-School	Quarterly
10. Parent Teacher Association meetings (PTA)	Parents of students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	PTA Members, High School Administration		Monthly Basis
11. Special Education Parent Training	Identified Parents of 9 <sup>th</sup> -12 <sup>th</sup> graders	ENL Teachers	Special Education Staff, Directors of Special Ed	Monthly Basis
12. Team Meetings	Identified Parents of 9 <sup>th</sup> -12 <sup>th</sup> graders	Teachers, School Counselors, Assistant Principals	Social Workers, Psychologists	Ongoing
13. Scholarship/Academic awards night	Identified Parents of 9 <sup>th</sup> -12 <sup>th</sup> graders	High School Administration, Teachers, School Counselors	Community Members (scholarship)	June
14. Open house; Back to School night	Parents of students in grades 9 <sup>th</sup> – 12 <sup>th</sup>	Teachers, Social Workers, Counselors	High School Administration, Academic Directors	September