ISLAND PARK UNION FREE SCHOOL DISTRICT

K – 8 COMPREHENSIVE DEVELOPMENTAL COUNSELING PLAN

Francis X. Hegarty Elementary School
Lincoln Orens Middle School

JULY 2026

ISLAND PARK UNION FREE SCHOOL DISTRICT

ISLAND PARK, NEW YORK

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Introduction to Guiding Policies

Mission Statement

The mission of our Island Park Public Schools is to provide all students with equal opportunities to achieve academic excellence, social awareness, and physical fitness in a nurturing environment created through collaboration and support of staff and parents in the tradition of Island Park as a caring community.

We will enable students to develop the capacity to function as lifelong learners and good citizens who possess positive self-image, commitment to personal excellence, and respect and tolerance for individual differences.

Students will become contributing members of society as critical thinkers and compassionate citizens prepared to face the challenges of this rapidly changing world.

NYSED Commissioner's Regulations Part 100.2

a. Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.

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

   ii. In grades 7-12, the guidance program shall include the following activities or services:
      a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
      b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
      c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and

implement post-secondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

d. the services of personnel certified or licensed as school counselors.

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

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

Guidance Pertaining to Commissioner's Regulation §100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs

Appendix A
§100.2(j) School Counseling

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

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

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

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

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

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

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

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

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

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

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

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

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and

implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

American School Counseling Association Standards for School Counseling Programs

ASCA
National Standards For Students
(COMPETENCIES AND INDICATORS)

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

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

Academic Development (cont'd)

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/ jr. high and high school
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement 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 to life at home and in the community.

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

Career Development

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 lifespan.

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

C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.2 Learn about the variety of traditional and 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 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
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 internship, mentoring, shadowing and/or other work experience
C:B2.4 Select course work 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

ASCA 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 self and others.

PS:A1 Acquire Self-knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the 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
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 consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of 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

Social Emotional Learning (SEL)

Social and emotional and learning (SEL) has an important role to play in making schools safe and maintaining a caring school climate; facilitating students' holistic development; and enhancing student motivation, self-expectations and high achievement.

SEL begins at home and is facilitated through supportive school and classroom environments; school, family and community connections; skills acquired pre-K to 12 through instructions and mentoring; after school, extracurricular and service learning programs; school and community prevention and intervention services; and professional development for all staff.

This guidance document aims to give New York State school communities a rationale and the confidence to address child and adolescent *affective development* as well as *cognitive development*. By attending to the students' social-emotional brain development and creating conditions where school environments are calmer and safer, teachers can teach more effectively, students learn better, and parents and community can feel pride in a shared enterprise. As the authors of an Annenberg Research study of the middle grades in Chicago found: **"Successful schools realize strong academic outcomes by combining high behavioral and academic expectations with equally high levels of student and adult support (Lee, Smith, Perry, Smylie, 1999)."**

Social Emotional Learning

Access to School Counselor

The Island Park Union Free School District Comprehensive Developmental Guidance Plan has been designed so that all students in grades kindergarten through eight have access to a certified school counselor. Social-Emotional Learning (SEL) is often delivered and reinforced in grades K–4 through the work of school counselors. Counselors help students develop the skills needed to understand and manage emotions, build positive relationships, make responsible decisions, and succeed academically. In grades K–4, school counselors play a critical role in ensuring that SEL is taught explicitly, practiced regularly, and reinforced across the school environment, helping young students build a strong foundation for both academic and personal success.

Social Emotional Learning

The Role of the Health Teacher

For students in grades 4–8, the health teacher supports Social-Emotional Learning (SEL) by integrating social, emotional, and behavioral skills into health education curriculum and instruction. The health curriculum is a standard based, skills driven, learner-centered curriculum. Health education instruction is focused on student achievement of learning standards, which includes Next Generation Learning Standards, New York State and National Health Education Standards. Health is taught with a skills driven approach, which enables students to learn, practice and apply health skills to relevant settings. Health education instruction consists of Social Emotional Learning Curriculum as well as Substance Abuse Prevention Curriculum, which will help students learn skills they will use to make healthy choices throughout their lifetime. By integrating SEL into health education, teachers in grades 4–8 help students build the knowledge, attitudes, and skills needed to maintain physical, mental, emotional, and social well-being.

Research Based SEL Curriculum

Second Step Curriculum

Second Step is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Kindergarten through Grade 8. Second Step Social-Emotional Learning (SEL) gives students the tools to excel in and out of the classroom. The program assists students in making progress in emotion management, situational awareness, and academic achievement.

The Second Step K–5 curriculum provides a framework for promoting our students social, emotional, and academic success, by combining the Bullying Prevention Unit and Child Protection Unit. Each component's lessons are age-appropriate.

In Middle School, Second Step helps teach powerful skills and competencies—like handling strong emotions, setting and meeting goals, making good decisions, and forging positive relationships—while building the safe, supported learning environment middle school students need to succeed.

Research Based SEL Curriculum

Harmony SEL

The District has adopted Harmony SEL to help students develop social and emotional skills. Harmony provides educators with the tools to foster and support student connections, collaborations, and learning. Some noteworthy attributes of the program are as follows:

- Harmony SEL integrates into the school setting for grades PreK through 8 and focuses on social and emotional learning to cultivate strong relationships between all students. The program is flexible and can be used in the classroom, in our wellness groups with students, and can be delivered through our guidance and health curriculums. The program includes everyday practices with thematic lessons, activities, storybooks, and games. Harmony has been recognized by the Collaborative for Academic, Social, and Emotional Learning as a CASEL SELect Program.

This program uses age-appropriate materials to facilitate lessons and activities that enhance students' communication and relationship-building skills. Harmony is aligned with CASEL, providing a framework for program objectives to create school environments that promote SEL through school culture, school policies, and through developing relationships with peers.

Social Emotional Learning Objectives
School Counselor
Kindergarten - Fourth Grade

Month	Learner's Profile	Character Trait
September	Effective Communicator	Citizenship
October	Culturally Aware & Responsive	Diversity
November	Problem Solver	Friendship
December	Adaptable & Resilient	Perseverance
January	Responsible Decision Maker	Responsibility
February	Civic Global Contributor	Kindness
March	Creative	Courage
April	Reflective Thinker	Self Esteem
May	Critical Thinker	Honesty
June	Innovator	Celebration of Good Character

Classroom Lesson Topics

Examples of lesson topics broken down by Learner Profile/Character Trait are as follows:

September -Effective Communicator/ Citizenship:

- Personal Space
- Being Respectful
- Roles of Mental Health Team
- Feelings
- Coping Skills

October - Culturally Aware & Responsive/ Diversity

- Celebrating Uniqueness
- Understanding Our Similarities and Differences
- Acceptance of others' ideas and traditions.
- Inclusion and Empathy

November - Problem Solver/ Friendship

- Being a Good Friend
- Positive Relationships
- Problem Solving Conflicts
- Empathy
- Communication Skills
- Sharing
- Inclusion

December - Adaptable & Resilient/ Perseverance

- Goal Setting
- Ways to show perseverance in school, community and at home.
- Growth Mindset
- Coping
- Trying Your Best

January- Responsible Decision Making/ Responsibility

- Accountability
- No Name Calling
- Responsibilities at home, school, and in the community
- Understanding Consequences
- Making Safe Choices

- Time Management

February- Civic Global Contributor/ Kindness

- Empathy and Compassion
- Acts of Kindness
- Self- Kindness
- Being an Upstander
- Respect

March- Creative/Courage

- Trying New or Hard Things
- Making Good Choices
- Overcoming fears/anxiety
- Facing Fears
- Career Exploration

April- Reflective Thinker/ Self Esteem

- Self Confidence
- Positive Self-Talk
- Identifying Strengths and Talents
- Positive Self- Esteem
- Neurodiversity
- Career Exploration

May- Critical Thinker/ Honesty

- Telling the Truth
- Building Trust
- Taking Accountability
- Respecting Belongings of Others
- Being Fair

June- Innovator/ Celebration of Good Character

- Review of Character Traits
- Respect
- Cooperation
- Sportsmanship
- Leadership

School Wide Initiatives:

- Character Trait Video
- SEL Newsletter
- SEL Family Connect Night
- SEL Monthly Push Ins
- Hegarty Stars T-Shirt
- Daily Announcements about SEL Character Trait
- Character Trait Assemblies
- PBIS Program/STAR Matrix
- Lunch Bunch
- Wellness Week
- Red Ribbon Week
- No Place For Hate Activities
- No Name Calling Week (Kindness Week)
- Anti Bullying Week (Stand Together Week, Inclusion Week, Be the Change Week)
- P.S I Love You Day
- 4th Grade Girls Self Esteem Group (Beautiful Me)

Social Emotional Learning Objectives
Health Teacher
Fourth Grade - Eighth Grade

Grade 4

Unit – Second Step – Emotional Management

- Emotional Management
- Managing Strong Feelings
- Avoiding Jumping to Conclusion
- Handling Put-Down
- Solving Problems

Unit- Bullying Intervention & Prevention

- Bullying (Recognize, Report, Refuse)
- Bystander Power
- Bystander Responsibility
- Bystander to Cyberbullying

Unit- Too Good For Drugs

- Setting Reachable Goals (Managing Peer Pressure)
- Making Responsible Decisions(Effects of Alcohol Use)
- Effects of Nicotine Use
- Safe Use of Prescriptions and OTC Drugs
- Making Healthy Choices

Grade 5 - TBD

Unit – Emotional Management/Bullying Intervention & Prevention

- Puberty - Growing Up Healthy
- Bullying Prevention Unit
- Managing and Identifying Changing Emotions

Grade 6

Unit - Second Step

Thoughts, Emotion and Decision Making

- What Emotions Tell You
- Emotions and Your Brain
- How Emotions Affect Your Decisions
- Managing Your Emotion
- What Works Best For You
- Raising Awareness About Managing Emotions

Recognizing Bullying and Harassment

- Common Types of Bullying
- Recognizing Bullying
- Responding to Online Bullying
- How to Be an Upstander
- Standing Up and Staying Safe
- Raising Awareness About Bullying

Too Good for Drugs

- My Road Ahead: Goal Setting
- Who's in the Driver's Seat?: Decision Making
- Peer Review: Bonding and Relationships

Drug Information and Skill Application

- A Closer Look: Alcohol
- A Dead End: Tobacco
- Keep off the Grass: Marijuana
- Calculate the Risk: Inhalants and Street Drugs
- Prevention 500: Course Review

Grade 7

Second Step-Thoughts, Emotions and Decisions

- Emotions Matter
- Feel, Think, Do
- Unhelpful Thoughts
- Reframe The Situation
- Practicing Positive Self-Thoughts

Recognizing Bullying and Harassment

- What is Harassment?
- What is Sexual Harassment?
- The Effects of Sexual Harassment
- Harassment Based on Stereotypes
- Our Rights and Responsibilities

Too Good for Drugs
Skill Development
- Set to Win: Goal Setting
- The Decision Is Yours: Decision Making
- Understanding Me: Identifying and Managing Emotions

Drug Information and Skill Application
- Addiction Notice: Addiction
- A toxic Waste: Tobacco
- Al K. Hol: Alcohol
- The Real Deal: Marijuana
- A Drug is a Drug: Street, Prescription and OTC Drugs

Grade 8

Second Step- Thoughts, Emotions and Decision
- Understanding Stress and Anxiety
- Where Does Stress Come From?
- Can Stress Help You Grow?
- Strategies For Managing Stress
- Changing Strategies and Getting Help
- My Stress Management Plan

Recognizing Bullying and Harassment
- Understanding Bullying
- Social Factors That Contribute to Bullying
- Environmental Factors That Contribute to Bullying
- Speak Up and Start a Movement
- Be Inclusive and Ask For Change

Too Good for Drugs
Drug Information and Skill Application
- Server Not Responding: Alcohol
- The Social Hacker: Tobacco
- The Blunt Truth: Marijuana
- Not What the Doctor Ordered: Prescription and OTC Drugs
- The Operating System: Middle School Drug Review

Research Based Substance Abuse Prevention

Too Good For Drugs

Too Good for Drugs is a K-12 prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. The lessons introduce and develop social and emotional skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence.

Too Good for Drugs teaches five essential social and emotional learning skills, which research has linked with healthy development and academic success: Setting Reachable Goals, Making Responsible Decisions, Bonding with Pro-Social Others, Identifying and Managing Emotions, and Communicating Effectively.

Too Good for Drugs empowers teens to meet the challenges of middle school life fostering confidence and building resistance to substance abuse. The curriculum addresses environmental and developmental risk factors related to alcohol, tobacco, and other drugs through the development of knowledge, skills, and attitudes teens need to make healthy decisions consistent with their healthy goals.

Guidance Advisory Board

The Island Park Union Free School District shall establish a comprehensive developmental guidance program advisory board to be composed of representative stakeholders. Advisory Boards must meet at least twice each year. The role of the advisory board is to provide stakeholders with the opportunity to review, advise on and support implementation of the program. Annually, the Guidance Advisory Board will be comprised of at least one individual from the following stakeholders: parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).

Island Park Union Free School District Wellness Staff

Dr. Courtney Duhning- FXH School Psychologist
Mrs. Colleen Scalero- LOMS School Psychologist

The U.S. Department of Labor, Bureau of Labor Statistics defines a school psychologist as follows: School psychologists work with students in early childhood and elementary and secondary schools. They collaborate with teachers, parents, and school personnel to create safe, healthy, and supportive learning environments for all students. School psychologists address student's learning and behavioral problems, suggest improvements to classroom management strategies or parenting techniques, and evaluate students suspected of having disabilities to help determine the best way to educate them.

They improve teaching, learning, and socialization strategies based on their understanding of the psychology of learning environments. They also may evaluate the effectiveness of academic programs, prevention programs, behavior management procedures, and other services provided in the school setting.

Mrs. Felicita Carranza- FXH School Social Worker
Mrs. Allison Janofsky- LOMS School Social Worker

The role of the School Social Worker includes: providing group/individual counseling, crisis intervention, student mediations, Committee on Special Education, providing resources and education to parents, and collaboration with faculty & outside agencies. It is a position that covers grades K-8, as well as the Committee on Preschool Special Education. The School Social Worker collaborates with school psychologists, guidance counselors, school nurses, teachers, parents, students, and administrators, and integrates the information from all of these sources to provide social, emotional, behavioral and adaptive functioning support to the child, the child's family and the school. The School Social Worker is involved in programs promoting bullying prevention as well as Internet safety.

Mrs. Carissa Stokes- FXH School Counselor

Mrs. Andrea Porzelt- LOMS School Counselor

The role of the School Counselor is to develop, in students, a sense of positive self-worth, self-respect, self-confidence and an ability to achieve and succeed both socially and academically. The School Counselor helps students to establish goals by listening, informing and advocating for the student. A School Counselor is an advocate for the child and not a disciplinarian. School counselors roles and responsibilities include: Reviewing schedules, placement, and academic progress; assisting with class registration and scheduling; group and individual counseling; contact with parents, administrative personnel and consultants; assisting in Conflict-Mediation; interpretation of testing results to parents; coordination, scheduling and implementation of all New York State testing; High School visitation and articulation procedures with Long Beach High School; team meetings when deemed necessary; consultation with students regarding friendships, decisions and the influence of peers; mandatory counseling of Special Education students and counseling of non-CSE students; and College and Career readiness instruction.

Island Park Union Free School District Policy # 3107.9
Bullying Prevention and Intervention

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing and bullying is detrimental to students' learning and achievement, as well as, the work environment of district employees. Such behavior interferes with the mission of the district to maintain a civil and respectful school environment. It disrupts the operation of the schools, affecting not only the students who are its targets, as well as district employees, but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and bullying on school grounds (including but not limited to offices, classrooms, playgrounds, cafeterias, etc), school buses, and at all school-sponsored activities, programs and events, including those that take places at locations outside the district, as such behavior materially and substantially disrupts the educational process and working environment of the school, and may impinge on the rights of others. The Board recognizes that bullies can be both children and adults; and expects that all youngsters, employees, and other adults adhere to all district policies, including the Bullying Prevention and Intervention Policy.

Adoption: February 27, 2012

Overview of Document Design

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

- Career/College Planning
- Record Keeping
- Scheduling
- School Success
- Student Intervention
- Transitions
- Guidance Publications
- Professional Development

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

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

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

The K - 8 District Guidance Plan which follows sets forth a framework to enable each school in the Island Park School District to plan, organize, and implement a school counseling program designed to meet the needs of the entire student body.

New York State Standards

Career Development and Occupational Studies

Grades K – 4

Standard 1 *Career Development*	Standard 2 *Integrated Learning*	Standard 3a *Universal Foundation Skills*	Standard 3b *Career Majors*
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to make future career decisions.	Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.	Students, who choose a career major as they begin Middle School and High School, will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.
School Based	School Based	School Based	
● Career Awareness ● Speakers ● Career Day	● Integrated Academic/ cational Programs ● Project Based Learning	● Project Based Learning ● Technological Training and Application	

	Work Based ● Community Service	Work Based ● Community Service	
Connecting ● School Mentoring	Connecting ● School Mentoring	Connecting	

New York State Standards

Career Development and Occupational Studies

Grades 5 - 8

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

● Field trips/Tours	● Collaboration with Health curriculum ● Project Based Learning	● Technological Training and Application	● Collaboration with Technology and Health Curriculum
	Work Based	Work Based	
	● Community Service	● Community Service	
Connecting	Connecting	Connecting	
● School-based Mentoring ● Career research	● School-based Mentoring ● Career research	● School-based Mentoring ● Career research	● Career Research ● Collaboration with Technology and Health Curriculum

Educational Career Plan

Overview

Career Development and Occupational Studies Standards	5	6	7	8
Standard 1: Career Development Students will develop an awareness of the world of work; explore career options, and related personal skills, aptitudes and abilities to make future career decisions.	x	x	x	x
Career Awareness in the Local Community Programs and activities in which students identify and describe different careers in the community and their interdependence.	x	x	x	x
Career Development Plan Students identify and document their interests, skills and achievements in a common or portable planning form.	x	x	x	x
Community Career Day A special event in which students meet and talk to a variety of workers in different occupations.	x	x	x	x
Occupation-Related Tasks Students work collaboratively on tasks documenting various occupations, the academic requirements needed for those occupations and the likely working conditions	x	x	x	x
Local, State Job Opportunities Programs and activities in which students identify and explore careers at both the local and state levels.	x	x	x	x

Career / College Planning

The K-8 counseling program has as part of its charge the goal of preparing students for success in high school. This process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school-to-work experiences to students. The middle school counselor provides transitional programming at every stage, with the ultimate goal being the student making the successful adjustment from elementary school to middle school to high school to college, the military or post-secondary employment.

The counselor develops appropriate schedules for students in accordance with the state and local learning standards as implemented by the New York State Department of Education. Developing career awareness utilizing Naviance and other means begins at the elementary school level. Career fairs; contribute to a comprehensive school-to-career program.

College and Career 3 Year Portfolio
Naviance
Lincoln Orens Middle School

6th- Interests

- Exploring interests and strengths by using an Interest Inventory and Strengths Career Investigation through Naviance. This introduction to career options will allow students to develop a portfolio/career plan to build upon in future years.

7th- Beginning to Connect Personality, Interests and Career Possibilities

- Personality discovery assessments
- Exploration of careers and career clusters
- Career matches

*To be done in collaboration with the Home and Careers and Technology teachers throughout the year.

8th- The College Concept

- Students will engage in college searches based on revisiting their results from Interest Inventories.
- Their research will allow them to get a sense of various majors, courses of study, and the overall feel of a campus.

College and Career Readiness

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	School year		Ongoing

Month	Activity	Grade
September	Introduction to Naviance	5-8
October	Naviance Assessments	5-8
November	College and Career Classroom Visit	5-8
December	Career Exploration	8
January	College Visit	8
February	In- Class Exploration	5-8
March	College and Career Exploration	5-8
April	In- Class Exploration	5-8
May	College Fair	7-8
June	Wrap-Up	5-8

FXH Career Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	Every year	3 months	2-3 Day Schedule for Presenters

Students need to become aware of professions and careers as they connect to the curriculum.	Present opportunities for students to learn through hands-on experiences as they relate to Common Core.		Parent presenters discuss their careers with students as they rotate between classrooms. Students participate in activities and interact with materials that the presenters bring with them.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**

Students experience connections to content through concrete and enriching experiences. The students are also able to relate on a personal level to the presenters.	Administrative observation, student feedback, feedback from teachers. Presenters also provide feedback.	Parent presenters, teachers, and committee.	Materials are designated for the event through the principal's office.	● A committee is formed approximately 3 months in advance. ● Roles and responsibilities are designated through the committee. ● Parents are notified and presenters are scheduled.

College Awareness Week

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	May	25-35 Hours	1 Week

Need	Objective	Activity
Students need to become aware of post-secondary education opportunities.	Students will embark on their road to college, starting in middle school, by using Naviance.	Students will be made aware of college readiness skills through hands-on classroom activities such as crossword puzzles, word searches and educational videos; as well as daily college fun fact announcements.

Outcome	Evaluation	Staff	Resources	Preparation

Students and parents will have a better understanding of college terminology and skills necessary to be successful in their post-secondary options.	Students will complete a formal evaluation form.	School counselor and teachers.		● Create student evaluation. ● Create bulletin boards, pennants, do-now and announcements.

College Mini-Fair

Target Grade:	Time Frame	Preparation Time	Activity Duration
7 & 8	May	5 Hours	2 Class Periods

Need	Objective	Activity
Students need to become aware of post-secondary education opportunities.	Students will attend a college mini-fair and meet with college representatives to gather information regarding various college academic programs.	Students will be made aware of college mini-fairs through flyers and announcements. Students attend the fair and talk directly to representatives of the colleges in attendance. They are able to receive first-hand feedback regarding the school's programs, requirements and environment.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a better understanding of various college program offerings through pamphlets and communication with college admissions counselors.	Students will complete a formal evaluation form.	School Counselor, admission representatives, and secretaries.	Middle School cafeteria.	● Send out invitations to over 100 colleges. ● Confirming attendance of representatives. ● Reserving space in the building. ● Set up space for the fair.

Standardized Test Interpretation/Implementation

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	School Year	5 Hours	1 Hour

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

			need additional help with the curriculum.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**
Students, parents, and teachers will understand standardized test results and integrate that understanding into the teaching/learning process.	Parents, students and teachers clearly understand test scores by successfully integrating the information to their specific needs.	School Counselor, teachers, administrators.	Local Assessments- iReady State Assessments- NYS ELA and Math Assessments, NYS Regents Exams and Foreign Language Proficiency Exam	● Sort through tests and be sure there are enough for each student. ● Develop a proctoring schedule for each exam and dates for make-up exams. ● Assist special education teachers in testing accommodation schedules.

Planning Calendar

College/Career Planning	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
College and Career- Naviance 3 Year Portfolio		□	□	□	□	□	□	✓	□	□	□	
College and Career Readiness		□	□	□	□	□	□	✓	□	□	□	
FXH Career Day							□	✓				
College Awareness Week												
College Mini-Fair										✓		

Standardized Test Interpretation/Implementation	✓								✓	✓	✓	✓

Professional Development

The counselor understands and promotes the importance of professional development. Activities such as membership in professional organizations help provide the counselor with new and innovative suggestions to continually evaluate and improve his/her program.

The counselor is committed to supporting the counseling profession by taking advantage of numerous opportunities to enhance his/her professional skills.

The counselor enjoys the opportunity to grow and develop. He/She attends in-service and graduate courses, as well as, being a member of collegial circles.

Professional Memberships

(i.e. –Nassau Counselors Association, NYSSCA and ASCA)

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		2 hours

Need	Objective	Activity
School Counselor needs to get updated information in order to best assist students.	To remain current and increase knowledge on topics related to the field.	School Counselor attends meetings, participates in list-serves, reviews materials on relevant topics and gets updated information, as well as, exchanges ideas with counselors from other districts and colleges.

Outcome	Evaluation	Staff	Resources	Preparation
School Counselor remains abreast of new information and topics in the field.	School Counselor reviews memberships at the end of each year to determine value.	School Counselor	Registration fees and administrative support.	● Research topics to be discussed at meetings.

PowerSchool Training

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	Year Round		

Need	Objective	Activity
School Counselor accesses the district student information system to develop and maintain student information and schedules throughout the year.	To understand the PowerSchool program used in the district in order to schedule students, access course history, retrieve academic intervention service information for grades (interim report cards and report cards), transcripts, student reports, attendance, discipline and all other pertinent information.	School Counselor must attend various training sessions for PowerSchool in order to effectively maintain student grades, academic intervention services, transcripts, course history and schedules.

Outcome	Evaluation	Staff	Resources	Preparation
Each student receives a schedule on the first day of school. Faculty, staff and administrators are able to retrieve student information, reports and schedules on PowerSchool.	Accuracy of student schedules, course history, grades, credits completed and various student reports.	School Counselor, administrators, data analyst, and staff.	Access to PowerSchool information system; available time to attend training sessions and maintain student records.	▪ Attend various trainings as they arise. ▪ Meet with computer personnel re: reports and other PowerSchool features.

Annual Update of Guidance Plan

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	June		1 Week

Need	Objective	Activity
An up-to-date Guidance Plan that meets and exceeds the state requirements.	To clarify the role and responsibilities of the School Counselor. To educate the community regarding the counselor role, responsibilities and time spent on activities.	School Counselor researches new state requirements to ensure the plan is current. Counselor reviews current plan and notes any necessary changes, and provides information on activities to be added. As the need to stay current and cutting edge is addressed year-to-year, changes are presented to principals, assistant superintendent and superintendent.

Outcome	Evaluation	Staff	Resources	Preparation
The Guidance Plan is a document that briefly describes guidance responsibilities, as a comprehensive document aligned with state regulations.	Current Guidance Plan is in place and adopted by the Board of Education.	School Counselor, Principals, Assistant Superintendent and Superintendent.	Classroom, computer, and Guidance Plan.	● Meeting with Principals, Assistant Superintendent and Superintendent.

Planning Calendar

Professional Development	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Professional Memberships	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PowerSchool Training	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Annual Update of Guidance Plan											✓	

Record Keeping

The School Counselor actively reviews students' schedules, credits, and transcripts to maintain the integrity of student records. The school counselor, along with classroom teachers, maintains records for students receiving academic intervention services. Some of these forms include but are not limited to: faculty angels' weekly progress reports, weekly progress monitoring, monthly progress monitoring and quarterly progress monitoring.

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

Record Review

Target Grade:	Time Frame	Preparation Time	Activity duration
5-8	School Year		Ongoing

Need	Objective	Activity
To ensure accurate grades/ credits are on transcript.	To maintain the integrity of student records and to ensure that our students are accurately placed in their classes.	Verifying current student grades from previous years; end-of- year verification of grade calculation and accuracy of attendance, final exams, local assessments, state assessments, and regional assessments.

Outcome	Evaluation	Staff	Resources	Preparation
Information sent to high schools and school districts (if students move) will accurately reflect student achievement.	Information in PowerSchool.	Counselor, secretaries, data analyst.	Computer, report cards, transcripts.	

Maintain Cumulative Academic Records

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Year-round		Ongoing

Need	Objective	Activity
The school is required to keep a cumulative record of individual students' academic progress, and testing information.	To accurately maintain all relevant student information (progress reports, report cards, state assessments and local assessments) in a confidential, central student file.	Counselor maintains scheduling, standardized testing, students' course forms (HS), interventions attempted, referrals, support given and other information on individual student performance for students in grades 5-8. This is accomplished by meeting individually with all 5th grade classroom teachers, and meeting with the 6th, 7th and 8th grade teams. In these meetings, we discuss prior testing and review each student's schedule to ensure it is the most appropriate for every child's academic needs.

Outcome	Evaluation	Staff	Resources	Preparation
An accurate, comprehensive, and confidential student file will be maintained for each student.	Each student will have a complete file containing academic information.	Counselor, teachers, administrators, and secretaries.	File folder for each student.	

Documentation and Information Maintenance

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Year-round		Ongoing

Almost every aspect of counselor responsibilities requires documentation and record maintenance.	To accurately document pertinent information to ensure its accessibility when needed.	Counselor maintains information about students from many different sources (report cards, progress reports, and local, state and regional assessments). Counselor is also frequently asked to compile information regarding students, course history, interventions, etc. which must also be maintained and compiled. Student transcripts are reviewed and progress toward graduation is tracked.

Outcome	Evaluation	Staff	Resources	Preparation
Information on students will be accurately compiled and maintained for future reference, comparison, and/or evaluation purposes.	Records are kept and appropriate information collected.	Counselor, secretaries, data analyst.	Course history, report cards, progress reports, and schedules.	

Planning Calendar

RECORD KEEPING	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Record Review	□	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	□
Maintain Cumulative Academic Records	□	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	□
Documentation and Information Maintenance	□	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	□

Scheduling

The counselor actively collaborates with students in the scheduling process. Course selections are carefully designed for individual students based on their needs and future goals. It is recognized that schedule adjustments will be necessary, with teacher, administrator, and parent input to ensure proper class configuration. Students' schedules may be changed to enhance the quality of the education and overall academic success of the student.

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

Course Selection

Target Grade:	Time Frame	Preparation Time	Activity Duration
8 (rising 9th grade)	December – June		Ongoing

Need	Objective	Activity
Students require assistance in selecting courses appropriate for their educational and career plans and graduation requirements.	To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary requests.	Counselor distributes and discusses course materials in an assembly program. Students receive a course offering book. Students are expected to review their proposed schedule with parents. Counselor meets with students and parents individually for class selection. Student course requests are input in the computer by the High School. Counselor follows-up with students/ parents regarding problems with their schedules.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.	Students will meet their academic goals.	Counselor & secretaries.	● Course selection sheets. ● Meet with Director of Guidance from LBHS to learn about course offerings.	● Meet with Director of Guidance and Chairpeople/ Curriculum Directors to discuss course offerings. ● Update course selection sheet.

Accelerated Courses

Target Grade:	Time Frame	Preparation Time	Activity Duration
7th to 8th grade	Year round		Ongoing

Need	Objective	Activity
Students who have demonstrated excellence in the seventh grade mathematics, science and art course are selected by the seventh grade respective teacher and administration to recommend them for participation in the course (s).	These courses are rigorous, high school level courses that will allow our students to earn high school credit while in the eighth grade. A Regents examination will be given in June for the Algebra and Biology courses.	Throughout the seventh grade school year, the seventh grade math, science and art teacher begin to develop a sense of how the students are handling and maintaining the work load. As the year progresses, the three teachers meet with the eighth grade respective teachers, the principal and the school counselor to discuss who they believe will succeed at the advanced level, based on current performance. The three courses available for eighth grade students to take are: Algebra, Biology and Studio in Art. The teachers hold an informational session for parents in order to explain the requirements for each course, as all three have early morning requirements. All students must have good attendance to early morning sessions and maintain an average of 85% throughout the year in order to remain in the high school credit bearing course (s).

Outcome	Evaluation	Staff	Resources	Preparation
Students will earn one high school credit per accelerated course that has been completed with a passing final grade. Students will be taught and challenged at an advanced level, beginning the start of their high school career.	Students will complete the year with a passing final grade as well as a passing grade on the NYS Regents Exam (s) for Algebra and Biology.	Teachers, counselor, and principal.	Report cards, progress reports, iReady testing, State Assessments, and Art portfolio projects/classwork.	● Meet as a collaborative team to discuss the students who qualify. ● Meet with the students and parents to discuss the importance of accelerated courses and the requirements of each course individually.

Schedule Adjustment

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Year Round		On-going

Need	Objective	Activity
During the school year students require schedule adjustments and classes need to be balanced to ensure equity of opportunity.	To review all change requests and to assess their validity consistent with state and local graduation requirements, and to create course enrollments considerate of class size, student ability and student interest.	Students must discuss possible schedule changes with their counselor. After discussing the change, including the student's purpose for wanting the change, the counselor will determine whether the change is in the student's best interest. Teacher, parent, and administrator input will be ascertained. Once the counselor validates the possibility of the change, the counselor will communicate with the parent. Once the change is approved, it is then made via PowerSchool. A new schedule is printed and given to students.

Outcome	Evaluation	Staff	Resources	Preparation
Relevant changes will be made which do not limit or diminish student opportunity. Courses will be balanced considerate of size and student ability.	Schedule changes and balanced classes will enhance the quality of the education that student obtains and assist in the overall academic success of the student.	Counselors, teachers, principal, and data analyst.	Up-to-date master schedule and assessment scores.	

Scheduling for Special Needs Population

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Yearly	1 Hour per student	45 minutes per student

Need	Objective	Activity
To meet the specific needs of special populations.	To appropriately place students within their prescribed special education program.	Creation and review of schedules for students with special needs.

Outcome	Evaluation	Staff	Resources	Preparation
Schedules will be in compliance with IEP requirements and 504 Accommodation Plans.	The appropriate scheduling of students with special needs.	Counselor, special education teachers, school psychologist, regular education teacher, parent, chairperson and administrator.	Scheduling materials, student records, IEP information and 504 Accommodation Plan.	● Counselor will attend annual reviews CSE and 504 meetings.

Planning Calendar

Scheduling	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Course Selection					✓	✓	✓	✓	✓	✓	✓	
Accelerated Courses		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Schedule Adjustment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scheduling For Special Needs Population	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Student Achievement

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from middle school well prepared to meet the rigors of high school. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways.

Aiding student achievement also means providing additional summer support to those students who may be doing all they can to succeed, yet are still encountering difficulty. Not every student learns in the same way, therefore a variety of supports are needed to help and encourage every student to acquire school success.

Back to School Night

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	September	1 Hour	1 Hour

Need	Objective	Activity
Parents/guardians need information regarding current course requirements.	To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for student's academic success.	Parents follow an abbreviated class schedule of their child's typical school day. Teachers disseminate information regarding expectations for each course. Parents are encouraged to visit counselor & other related services personnel.

Outcome	Evaluation	Staff	Resources	Preparation
Communication between school and home is enhanced, promoting academic success for students.	Parents give verbal feedback.	Island Park administrators, teachers, counselor and support staff.	Middle school classrooms, handouts, student schedules.	● Provide student schedules. ● Assist in the development of the program.

Student Progress Reports

Target Grade:	Time Frame	Preparation Time	Activity Duration
5	School Year		

Need	Objective	Activity
During the school year, parents may request additional updates on their child's academic progress.	To provide parents with adequate information on the academic progress of their child.	Parent contacts counselor requesting an academic update. Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved. Counselor collects information from teachers and calls parent to discuss collected information. Reports may also be mailed home. Counselor attends team meetings and meets regularly with student.

Outcome	Evaluation	Staff	Resources	Preparation
Parents will receive timely and informative feedback from teachers and counselor on the academic progress of their child.	Increased communication between parents, teachers, and counselor.	Counselor and teachers.	Telephone and various evaluative forms, PowerSchool, Parent Portal, school website, Homework club and teacher extra help sessions.	• Data analyst prints reports to be mailed home.

Individual Progress Review Plan

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-8	School Year		

Need	Objective	Activity
During the school year, parents may request additional updates on their child's academic progress.	To provide parents with adequate information on the academic progress of their child.	Parent contacts counselor requesting an academic update. Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved. Counselor collects information from teachers and calls parent to discuss collected information. Reports may also be mailed home. Counselor attends team meetings and meets regularly with student.

Outcome	Evaluation	Staff	Resources	Preparation
Parents will receive timely and informative feedback from teachers and counselor on the academic progress of their child.	Increased communication between parents, teachers, and counselor.	Counselor and teachers .	Telephone and various evaluative forms, PowerSchool, Parent Portal, school website, Homework club and teacher extra help sessions.	● Data analyst prints reports to be mailed home.

Parent/ Counselor Conferences

Target Grade:	Time Frame	Preparation Time	Activity Duration

5-8	School Year		
Need	**Objective**	**Activity**	
Parents/guardians and counselor need to work collaboratively to enhance student performance.	To provide parents/guardians with ongoing academic and social consultation regarding their child.	Counselor will meet with parents to discuss student progress or parental concerns as it pertains to academic and social development. Counselor gathers information from teachers and may use the phone to communicate information to parents. If teachers cannot be present, counselor will communicate conference outcomes with student's teachers.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**
Parent communication will be enhanced to assure student success.	Increase communication between parents, teachers and counselor.	Teachers and school counselor.	Student grades, student standardized test scores, student progress information.	● Pre-schedule all parent conferences with staff and parent. ● Review student information to be shared with parents.

Island Park UFSD Student of the Month

Target	Time Frame	Preparation Time	Activity Duration

Grade:			
K-8	September- June	Ongoing	Ongoing

Need	Objective	Activity
In the Island Park UFSD, we recognize good citizenship as an important quality in our students and want to recognize those who exhibit the characteristics of good citizens. Good citizens work together with their classmates and teachers with a cooperative attitude. They complete their work diligently and exhibit good behavior. Many of them display leadership qualities, serving as role models for their peers.	Students are chosen by the faculty of Francis X. Hegarty Elementary School or Lincoln Orens Middle School for exceptional effort and for possessing positive character qualities. Decisions were based upon the following district-wide criteria: cooperation, community involvement, outstanding attitude, improved achievement, leadership, good attendance, outstanding grades, and improved behavior.	Student of the Month recipients will be invited with their family and friends to celebrate their own personal and other good citizens' success at a ceremony held during the monthly Board of Education Meetings. Students and their families are welcome to join for light refreshments and a photo opportunity of the recipients with their awards.

Outcome	Evaluation	Staff	Resources	Preparation
The outcome of this program is our students' continued efforts, success in his/her school and how our students are demonstrating superior effort to be successful and responsible from grades Kindergarten through Eight.	This program is evaluated through the ongoing success of our student population.	Administration and teachers.	Nomination forms, invitations, awards, medals and water bottles.	In order to properly plan this every month, all teachers must fill out the nomination form. Once recipients are chosen by grade level teams, the building principals meet with the teams to discuss the winners. As winners are finalized, students and families are notified.

CHAMPS

Target Grade:	Time Frame	Preparation Time	Activity Duration
K- 8	Entire School Year	Daily	Daily

Need	Objective	Activity
Our classrooms need behavior modification and classroom management tools to guide the climate of the class. CHAMPS provides these guidelines for staff and students.	To define clear expectations of what appropriate behavior looks like during different school activities.	Teacher explains the acronym and students will help to create posters of expectations. There are visual reminders and modeling through role-playing.

Outcome	Evaluation	Staff	Resources	Preparation
Students will learn to monitor their own behavior and modify it based on the activity they are engaged in.	● Teacher evaluation. ● Students can fill out a rubric based on both effort and achievement.	All teachers.	CHAMPS Teachers Manual and CHAMPS posters.	● Reading. ● Discussion in class. ● Modeling. ● Posters.

Being a Bucket Filler, not a Bucket Dipper

Target Grade:	Time Frame:	Preparation Time:	Activity Duration:

K-4	Entire School Year	None	Daily

Need	Objective	Activity
Encouraging positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love. Bucket filling and dipping are effective metaphors for understanding the effects of our actions and words on the well being of others and ourselves.	Encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love. Bucket filling and dipping are effective metaphors for understanding the effects of our actions and words on the well being of others and ourselves.	

Outcome	Evaluation	Staff	Resources	Preparation
A bucket-filling school is a great place to learn. A bucket-filling family is a great place to grow up. A bucket-filling community is a great place to live. These are places where kindness, respect, fairness, other-centeredness, responsibility, and generosity are seen. Bucket-filling is easy. It doesn't cost any money. It doesn't take much time. It doesn't matter how young or old you are. Bucket filing makes everyone feel good.		Elementary teachers and Principal	Have You Filled a Bucket Today? A Guide to Happiness for Kids By: Carol McCloud	● Several committee meetings. ● Send out flyers to staff and parents explaining the program. ● Give each class a "bucket" to fill. ● A reading of the book to further illustrate the difference between bucket "fillers" and "dippers."

FXH Lunch Break

Target Grade:	Time Frame	Preparation Time	Activity Duration

Grades 3 & 4	Year-round		20-30 minutes per session.

Need	Objective	Activity
Voluntary program to enhance students' character development and social relationships. Gives students another option during recess.	Voluntary program to enhance students' character development and social relationships.	Psychologist and Social Worker meet with students in grades 3 & 4, during recess period, in small groups. A variety of topics (student led) will be discussed.

Outcome	Evaluation	Staff	Resources	Preparation
Students who wish to have the opportunity to engage in informal, peer-led, discussions, as an alternative to recess, will have this opportunity.	Records regarding program attendance will be maintained.	Psychologist and Social Worker.	Space will be provided to meet with eight students.	● Send opt-out/ informational letters to parents. ● Create/send passes to teachers.

FXH Lunch Bunch

Target Grade:	Time Frame	Preparation Time	Activity Duration
Grades K-2	Year-round		45 minutes per session.

Need	Objective	Activity
Voluntary program to enhance students' character development and social relationships. This program provides students in grades K-2 with an opportunity to experience something different during their lunch period. It is a fun way for students in the same grade to make new friends and practice their social skills in a safe, small group setting.	Voluntary program to enhance students' character development and social relationships. Students will get to know Social Worker as a supportive staff member.	Social Worker meets with students in grades K-2, during Lunch/recess period, in small groups. A variety of topics (student led) will be discussed. Students will also have the opportunity to play interactive games.

Outcome	Evaluation	Staff	Resources	Preparation
Students who wish to have the opportunity to engage in informal, peer-led, discussions, and activities, will have this opportunity.	Records regarding program attendance will be maintained.	Social Worker.	Space will be provided to meet with eight to ten students.	Send opt-out/ informational letters to parents. Create/send passes to teachers.

LOMS Lunch Break

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Year-round		20-30 minutes per session.

Need	Objective	Activity
Voluntary program to enhance students' character development and social relationships. Gives students another option during recess.	Voluntary program to enhance students' character development and social relationships.	Psychologist, Social Worker and Guidance Counselor meet with students in grades 5-8, during recess period, in small groups. A variety of topics (student led) will be discussed.

Outcome	Evaluation	Staff	Resources	Preparation
Students who wish to have the opportunity to engage in informal, peer-led, discussions, as an alternative to recess, will have this opportunity.	Records regarding program attendance will be maintained.	Psychologist, Social Worker and Guidance Counselor.	Space will be provided to meet with eight students.	● Send opt-out/ informational letters to parents. ● Weekly schedule submitted for morning announcements.

Parents As Reading Partners (PARP)

Target Grade:	Time Frame	Preparation Time	Activity Duration
K - 4	1 Month	Approx. 1 Month	15 minutes of reading per night

Need	Objective	Activity
The need for this activity is for reading to become part of our students' daily activities. We want to encourage students and parents to read together every evening.	Students and parents to get into the habit of reading every night.	Each student and a parent will spend at least 15 minutes per night reading together.

Outcome	Evaluation	Staff	Resources	Preparation
Students to develop a lifelong love of reading.	Students who regularly participate will receive a prize at the end of each week.	Library Media Specialist at Hegarty, Teachers, PTA (to help coordinate activity).	Teachers receive reading motivation posters and displays for the classrooms.	● Librarian prepares PARP packets for every student. ● PTA orders prizes as reading incentives. ● PTA orders displays for every classroom teacher. ● An order is placed for ice cream cups to be distributed to students for PARP finale.

Study Skills

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
5-8	School Year		On-going

Need	Objective	Activity
Students in academic jeopardy need additional tools to help them organize their notebooks, binders and lockers, in order to achieve academic success.	To provide resources to our students to help them learn the effective ways to study at home in order to achieve academic success.	Various staff members will provide appropriate assistance to students who require additional help.

Out Come	Evaluation	Staff	Resources	Preparation
Students will learn what study skill techniques work best for them.	Follow up will be documented.	Counselor, Health Teacher, Teachers, PPS Staff, and Administrators.	NYS Assessments, Report cards, progress reports, classroom test scores.	● Parent report. ● Review Cards and progress reports. ● Review NYS Assessments.

E-Chalk Notify (Teacher Webpages)

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		Ongoing

Need	Objective	Activity
Parents and students need access to homework assignments and announcements at all times of the day.	To provide students and parents with a system that will provide them with homework and announcements on a daily basis.	Teachers provide students with homework assignments, project information and important announcements on their website.

Outcome	Evaluation	Staff	Resources	Preparation
Student's academic performance will improve.		Teachers, PPS staff and Administrators.	Computer with Internet access.	● Assist students in how to access website.

Nearpod

Grade:	Target Time Frame	Preparation Time	Activity Duration
K-8	School Year		

Need	Objective	Activity
Motivating and engaging platform for interactive lesson creation and presentation. Access to Nearpod's library of lessons from expert educators and educational partners.	To provide teachers with a creative technological resource for delivering and differentiating lessons, in a variety of settings, that encourages 100% engagement.	Innovative presentation tool that incorporates interactive components such as Collaborate Boards, Draw It Activities, Virtual Field Trips, 3D Models, Quizzes, Video, Open Ended Questions, Slide Shows, Microsoft Sways, games, etc. Nearpod integrates with Google Classroom and provides teachers with access to ready-to-run lessons in all content areas, as well as the tools to create their own lessons.

Outcome	Evaluation	Staff	Resources	Preparation
Student engagement will increase.	Nearpod generated reports document student performance and participation throughout lessons.	Teachers Guidance Counselor Social Worker Administration	Device with internet access	● Assist students in how to access website ● Familiarize students with interactive activities ● Teacher lesson creation

Edpuzzle

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		Ongoing

Need	Objective	Activity
Teachers and students will have a	To provide students and teachers with a platform to develop, create	Teachers provide students with online lessons that have a combination of pre-

platform to interact as visual learners, engaging in video lessons on this platform.	and interact in video lesson plans. As well as, provide the school district with a tool that helps track student progress and assist teachers in differentiating instruction for their students.		recorded teachers videos and videos from YouTube, Khan Academy and Crash Course, voice narratives, questions and interactive activities.	
Outcome	Evaluation	Staff	Resources	Preparation
Student's academic performance will improve.	Teachers can grade students based on their activity through the program.	Teachers, Support Staff	Computer with Internet access.	● Assist students in how to access website.

Screencastify

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		Ongoing

Need	Objective	Activity
Teachers need a platform that will allow for them to provide parts of a	To provide teachers with a platform that they can use to demonstrate or provide extra support both during in school and remote learning.	Create screencasts showing how to do various computer tasks or navigate websites. Demonstrate how to use a website or software for specific tasks within the

lesson or demonstration .			classroom.Teachers at any level can create screencasts to demonstrate a computer skill or assignment, such as for a center in your classroom or in a computer lab.	
Outcome	Evaluation	Staff	Resources	Preparation
Student's academic performance will improve.	Teachers can provide extra support through tutorials based assessments.	Teachers, PPS staff and Administrators.	Computer with Internet access.	Assist students in how to access website.

Google Suite

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		Ongoing

Need	Objective	Activity
Parents, students and teachers need access to an online platform where they can communicate regarding	To provide parents, students and teachers with a system that will provide them with the availability to communicate (email), post information (google classroom), conduct live instruction or meetings (google meet), and	Teachers provide students with homework assignments, project information and important announcements on the google suite platform.

academics.	complete assignments (google docs, google sheets, google slides, google drive).			
Outcome	Evaluation	Staff	Resources	Preparation
Student's academic performance will improve.	Teachers can evaluate student performance level based on the work submitted through this platform.	Teachers, PPS staff and Administrators.	Computer with Internet access.	Assist students in how to access website.

Dr. Stephen Dewey

"How Substances Can Impact the Adolescent Brain"

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8 and Parents (District Wide)	every other year		1 hour (for each presentation: students, parents)

Need	Objective	Activity

Drug prevention and education.	Students and parents will learn how using substances (legal & illegal) change brain development and the dangers.	● Presentation in auditorium by Dr. Stephen Dewey ● PowerPoint with examples ● Open discussion with question and answer session.

Outcome	Evaluation	Staff	Resources	Preparation
Students and parents will learn how using substances (legal & illegal) changes brain development and the dangers.	Student, parent, and faculty feedback.	Social worker and Principal.	● Auditorium ● Technology and other equipment for presenter ● Funding	● Reserve auditorium ● Arrange for technology and other equipment for speaker. ● Schedule with Dr. Dewey, Principal & PTA

At-Risk Intervention

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	School Year		Ongoing

Need	Objective	Activity
Students in academic jeopardy need additional one-on-one motivation.	To increase student participation and support academic progress.	Counselor meets with students to review progress reports and report cards. Meetings are held with students, parents, teachers,

				and PPS staff to encourage student success.
Out come	**Evaluation**	**Staff**	**Resources**	**Preparation**
A plan of action will be developed to promote academic success.	Follow-up will be documented.	Counselor, parents, PPS Staff, teachers and administrators.	Progress reports, report cards, teacher evaluations, attendance, parental input.	● Review progress reports and report cards.

Faculty Mentor

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
5-8	School Year		Ongoing

Need	**Objective**	**Activity**
Students who have not reached academic success need additional one-on-one motivation.	To increase support and student academic progress.	Teacher will meet with student to review weekly progress report and create goals for the following week.

Out Come	**Evaluation**	Staff	Resources	Preparation
Weekly goals developed to promote academic success.	Weekly meetings.	PPS Staff, Counselor, Teacher and Principal.	Report cards, teacher reports, attendance, Progress Reports, parental input.	• Review weekly Progress Reports.

Summer School Mailing/Registration

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	June	1 Month	30 minutes per student

Need	Objective	Activity
Students and parents need to be notified of course failures. Counselor will contact each	To notify parents and students of course failures and Summer School registration.	Counselor is given accurate information from teachers regarding students who have failed courses and/or a Regents exam in a timely fashion. All course failures and Regents exam failures are noted on students' report cards.

parent/guardian to discuss registration for summer school. A letter from principal and counselor will follow.			Teachers fill out appropriate course/Regent exam, failure forms. Secretaries fold, label and mail this information to parents and students. Counselor assists in the registration of students for summer school classes.	
Need	Objective		Activity	
Parents and students will receive timely and accurate information regarding Summer School registration.	Students and parents receive summer school information. Students register.	School counselor, secretaries, and Principal.	Course failure/state exam failure lists, summer school forms for Lincoln Orens and Long Beach HS, PowerSchool, envelopes, postage, labels, 4th quarter report cards.	● Counselor meets with summer school administrator and high school Director of Guidance regarding courses offered.

Academic Intervention Services (AIS)

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	All-Year including summer		
Need	Objective		Activity

Students are identified as needing AIS to help them become successful in school and ultimately meet the NYS learning standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations.	To help students work towards meeting the NYS learning standards and graduation requirements. Responsible for scheduling students into PowerSchool and/or AIS.	Assisting in the selection and the monitoring of students receiving services.

Outcome	Evaluation	Staff	Resources	Preparation
Students receive academic support in targeted areas.	Student grades and test scores.	School counselor, administrators, and teachers.	Student records, test scores and grades.	● Review student records, test results and teacher recommendations. ● Letters sent for each student indicating AIS service. ● Maintain accurate records in AIS and PowerSchool.

Middle School Academic Awards Program

Target Grade:	Time Frame	Preparation Time	Activity Duration
7-8	June	2 months	2 hour Program

Need	Objective	Activity

Administrators, teachers and staff wish to recognize student success as a means to maintain and improve the academic success of students.	To increase student motivation. To improve performance through public recognition of academic success.		End-of-year assemblies are planned. Parents and family members of recipients are invited to attend.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**
Student recognition will serve as a motivator to the student body to continue success in school.	Discussion of program merits will take place at a team meeting following the ceremony.	School counselor, social work, school psychologist, teachers, principals and secretaries.	Middle school auditorium, microphone, programs, invitations, awards, plaques and certificates.	● School counselor, Social worker and School psychologist meet with team teachers to select students receiving awards. ● Work with secretary to establish student lists and develop program. ● Award program is started, reviewed, updated and changed to reflect district policy.

Planning Calendar

Student Achievement	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

Back to School Night		✓										
Student Progress Reports		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Individual Progress Review Plan		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Parent /Counselor Conferences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student of the Month		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHAMPS		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Being a Bucket Filler, not a Bucket Dipper		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
FXH Lunch Break		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
FXH Lunch Bunch		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
LOMS Lunch Break		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
PARP							✓	✓				
Study Skills		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
E-chalk Notify (Teacher Webpages)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nearpod		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Edpuzzle		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Google Suite		✓	✓	✓	✓	✓	✓	✓	✓	✓✓	✓	
Dr. Stephen Dewey "How Substances Can Impact the Adolescent Brain"	every other school year											
At-Risk Intervention		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Faculty Mentor		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summer School Mailing/ Registration									✓	✓	✓	
Academic intervention Services (AIS)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Middle School Academic Awards Program		✓						✓	✓	✓	✓	

Student Intervention

Optimally, students would always come to school ready to learn. However, there are several reasons that this may not be the case. Examples are problems at home, conflicts with peers or teachers and learning disabilities. When these issues arise, the counselor has a variety

of ways to deal with them. These can include interventions within the school or referral to outside agencies. Interventions are made when students have attendance, behavioral, home or academic problems.

In-school interventions may consist of crisis counseling, individual counseling, and referral to the RTI or referral to the Committee on Special Education. Students can also be referred to a staff member to help resolve disputes. In some cases when interventions have been unsuccessful or when students or parents are unable, or unwilling to come to the school to meet, a home visit may be made.

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

Response to Intervention (RTI)

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		45 Minutes per student

Need	Objective	Activity

Students referred by counselor, faculty or parents who are experiencing academic or behavioral difficulties.	To improve the academic performance of students who are at risk.		A team of school personnel meet weekly, monthly (depending on building needs) to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a plan for success is developed.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**
The needs of at - risk students will be addressed and a teacher, social worker, psychologist or counselor will follow up.	Student success is reviewed at scheduled follow-up meetings.	Included but not limited to: administrators, school counselor, school social worker, school psychologist, nurse, teacher and parents.	Teacher referral forms, report cards, permanent record folders, attendance records, behavior.	● Review student files for background. ● Meet with teams to discuss students of concern. ● Follow through on team recommendations. ● Parent contact.

Response to Intervention (RTI) Referral Process

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		

Need	Objective	Activity

During the school year, faculty and staff may need additional consultation support to assist students in achieving success.	Students in need of finding academic focus, social, and emotional support are referred.	The concerned teacher fills out the appropriate referral sheet which will include evidence of strategies already implemented and attempted. This may include calling home, conferencing with students and/or parents, and many other methods.

Outcome	Evaluation	Staff	Resources	Preparation
Additional interventions will be identified and implemented to help the student find success in the school setting.	Monitor student improvement; to be reviewed at scheduled follow-up meetings.	School counselor, social worker, administrator, school psychologist, teachers and parents.	Progress reports, report cards, referral forms, permanent folders, attendance records, discipline records, behavior and teacher observation forms.	● Consult with team teachers. ● Review student records. ● Meet with RTI committee. ● Follow up with agreed upon plan.

Department of Social Services/ Child Protective Services Referrals

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	When necessary		

Need	Objective	Activity
Student safety.	To report incidents as mandated. Support students when their safety may be compromised.	When students come to faculty members describing an incident that may need to be reported to the Department of Social Services or Child Protective Services, a determination is made if the incident is reportable. Sometimes this is determined through consulting with colleagues or by calling CPS. The student is seen by the nurse for documentation. If the incident must be reported, the mandated reporter will call CPS after filing the report/referral. When CPS representatives come to school, the counselor will stay with the student during questioning. Counselor will follow up taking any necessary and appropriate steps needed. Counselor will also inform the principal.

Outcome	Evaluation	Staff	Resources	Preparation
Students are safe and supported, allowing them to refocus on their education. Agency investigates allegations.	Students are safe, and a relationship with family improves. To be determined by State Agency.	Counselor, social worker, nurse, principal, psychologist, and mandated reporter.	Referral form, Child Protective Services.	● Compile data and evidence for referral. ● Meet with teams to discuss students of concern.

Committee on Special Education Referrals

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	School Year		

Need	Objective	Activity
Additional information is needed when interventions of the RTI do not help a student achieve academic standards, and it is believed that the student may have a learning or emotional disability. A referral is made for testing with the appropriate school personnel.	To determine if a child has a learning or emotional disability that is impinging upon their academic success.	School psychologist assists in the preparation of the referral form. The Coordinator of Special Education and school psychologist discuss its implications with parents, inform counselor, child's team teachers, and school principal, and coordinate testing with the school personnel.

Outcome	Evaluation	Staff	Resources	Preparation
Student in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held and the committee recommends whether classification is appropriate or not.	CSE Annual Reviews are held for classified students.	School psychologist prepares referral. Coordinator of Special Education assigns special education teachers and school psychologist to conduct testing and CSE members review.	Permanent record folder, CSE referral forms, attendance, standardized testing results, report card grades, progress reports, discipline record, medical and social history.	● Consult with team members regarding concerns. ● Review student records. ● Follow up with agreed upon plan.

Central Nassau Guidance and Counseling Services

Target Grade:	Time Frame	Preparation Time	Activity Duration
Pre K -8	All year		

Need	Objective	Activity

To connect families and students with needed mental health community resources.	Central Nassau Guidance and Counseling Services is a nonprofit organization, inspiring recovery for people living with mental health and substance use conditions through innovative and person-centered integrated clinical treatment, counseling, housing and support services—empowering those served to live healthy and fulfilling lives.	The Island Park UFSD Mental Health team meets bi-weekly with a staff member from Central Nassau Guidance and Counseling Services to initiate services based on parental request and school based referrals. Clinicians from Central Nassau Guidance and Counseling Services provide workshops to faculty and parents, related to mental health awareness, based on the needs of the community.

Outcome	Evaluation	Staff		Resources
Students and families will have increased access to community mental health resources.	Bi-weekly and monthly meetings.	Mental Health Staff members	Central Nassau Guidance and Counseling Services	Consultation with families to assess and determine the need. Consultation with Central Nassau Guidance and Counseling Services to make the connection.

Planning Calendar

Student Intervention	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

Response to Intervention (RTI)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RTI Referral Process		✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	
Dept of Social Services Child Protective Services Referrals		✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	
Committee on Special Education Referrals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	✓
Central Nassau Guidance and Counseling Services		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Transitions

Entering a new school year can be challenging for students and their parents. As a way of assisting students new to the district and those who are transitioning from one school district to another, the school counselor and social worker have developed a series of orientation programs.

Careful attention is given to the placement of students and, hence, focuses on early identification of students who may be considered to be “at risk” in order that appropriate early intervention may be made.

Information is disseminated through a series of evening parent programs, assembly programs, lunch groups, and classroom presentations for students. Parent meetings are planned to inform them of school expectations and procedures, so that they might play an active role in helping their children attain optimal academic success.

Kindergarten Parent Orientation Evening

Target Grade:	Time Frame	Preparation Time	Activity Duration
Kindergarten Grade	June		2 Hours

Need	Objective	Activity
Parents with children entering elementary	To provide an overview about elementary school programming	The parent orientation is publicized on the school calendar and a special

school require information about school programs and expectations.	curriculum, and the school's expectations for student success.		mailing is made to all Kindergarten grade parents. School Principal, School Nurse, Food Service, School Social worker, PTA and JCC aftercare representatives are introduced and they provide information about their role and/or program. A short presentation is made focusing on relevant elementary school information. Teachers do a PowerPoint presentation focusing on classroom routines and provide information regarding instruction. Appropriate literature is distributed. Parents are then invited to ask questions, and to take a tour of the student classrooms	
Outcome	**Evaluation**	**Staff**		**Resources**
Parents will have a comprehensive understanding of the elementary school program. They will be familiar with the physical plant, and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged.	Follow-up individual parent conferences can be scheduled with social worker upon request.	Principal, School Nurse, School Social Worker, Food Administrator, Kindergarten Teachers.	Gymnasium, informational packets.	Prepare packets for parents.

Fourth Grade Parent/Student Orientation Evening

Target Grade:	Time Frame	Preparation Time	Activity Duration
4th Grade (rising 5th Grade)	June		1 Hour

Need	Objective	Activity

Parents with children entering middle school require information about school programs and expectations.	To provide an overview about middle school programming curriculum, and the school's expectations for student success.	The parent orientation is publicized on the school calendar and a special mailing is made to all 4th grade parents. School counselor is introduced and the role of the counselor is explained by the principal. School nurse is introduced and explains protocol. A short presentation is made focusing on relevant middle school information. Appropriate literature is distributed. Parents are then invited to ask questions, and to take a tour provided by the 5th grade teachers.

Outcome	Evaluation	Staff		Resources
Parents will have a comprehensive understanding of the middle school program. They will be familiar with the physical plant, and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged.	Follow-up individual parent conferences can be scheduled with counselor upon request.	Principal, School Counselor, school Social Worker, School Psychologist, and 5th grade teachers.	Auditorium, informational packets, Power-Point presentation.	● Prepare packets for parents. ● Develop PowerPoint Presentation.

Fifth Grade Transition to Lincoln Orens Middle School

Target Grade:	Time Frame	Preparation Time	Activity Duration
5	September-October		

Need	Objective	Activity

Students need information about the Lincoln Orens Middle School Wellness Staff and its services.	To provide students with accurate information concerning the location, the personnel and the activities of the Lincoln Orens Middle School Wellness Staff and how to access their services.		The Wellness Staff meets with 5th grade students during a lunch period in small groups. Information about the school and Wellness services are addressed in the ensuing discussion.	
Outcome	Evaluation	Staff		Resources
Familiarize students with the Wellness Staff and how to make an appointment to speak with one of the clinicians.	Immediately following the discussion, students will complete a questionnaire.	School counselor, social worker, psychologist and Principal.	Wellness Staff questionnaires.	● Prepare activity. ● Schedule times with 5th grade teachers.

Fifth to Sixth Grade Transition Program

Target Grade:	Time Frame	Preparation Time	Activity Duration
5th Grade	May-June		2 weeks

Need	Objective	Activity

5th graders need an introduction to the changes that take place from 5th grade to 6th grade.	Provide 5th grade students with an early opportunity to be organized and successful in 6th grade. Provide 5th graders with information about the increase in responsibility and need for organization. Additionally, students will learn more about the structure of the day and switching classes as well as having lockers.	1) Groups of 6th graders will present a PowerPoint presentation in the 5th grade classrooms about 6th grade. They will answer questions and then help 5th graders practice opening locks. (End of May) 2) The 5th grade classes will visit the 6th grade classrooms to meet with the 6th grade teachers. (June)

Outcome	Evaluation	Staff		Resources
The incoming 6th graders will be more prepared in September and will have a smoother transition.	Receive feedback from 5th grade students, 6th grade students, 5th grade team and 6th grade team.	School Counselor, 5th grade team, 6th grade team.	-5th Grade classroom for 6th graders to meet one time during recess. -Computer Lab for 2 sessions during recess. -PowerPoint -Locks	● Select 6th graders with team and principal ● Hold three meetings with 6th graders. First, to let them know they are selected and brainstorm ideas, split into groups (and send letter home). Second, make the PowerPoint in computer lab. Third, review presentation ● Schedule visits with 5th grade teachers. ● Schedule part two with 5th grade team and 6th grade team.

Eighth Grade High School Course Selection Student Assembly

Target Grade:	Time Frame	Preparation Time	Activity Duration
8	January	3 Hours	45 Minutes

Need	Objective	Activity
Eighth grade students need	Eighth grade students will be educated regarding ninth grade	Counselor will meet with all 8th grade students in an assembly program to discuss

information regarding required and elective course opportunities open to them in high school.	opportunities and become familiar with course request sheets for the upcoming year for high school.		course information. Also, the importance of doing well in 8th grade will be stressed as a foundation for future learning. Extracurricular activities and sports options will also be presented at this time.	
Outcome	Evaluation	Staff		Resources
Students will pre-select courses for ninth grade conditional upon their successful completion of eighth grade courses.	Students select proper courses.	Middle School Counselor and eighth grade teachers.	Course offering, books, and course selection sheets.	● Prepare course selection sheets for students. ● Schedule assembly program time frame with classroom teachers. ● Send a copy of the course selection sheet home to parents. ● Maintain request changes through-out remainder of the year with each high school ● Coordinate with Long Beach High School Director of Guidance and Assistant Principals.

Individual Eighth to Ninth Grade Scheduling Meetings

Target Grade:	Time Frame	Preparation Time	Activity Duration
8	February	Ongoing	20 minutes per student

Need	Objective	Activity
Individually schedule eighth	Eighth grade students will be programmed for the ninth grade based	To schedule eighth grade students for their ninth grade program of study.

grade students to the ninth grade high school program.	on eighth grade teacher recommendations for academic placement, required courses and student selection of elective courses. Parents are given the opportunity to meet with the counselor to review their child's tentative course selections.			
Outcome	**Evaluation**	**Staff**		**Resources**
Students will be provided with a tentative ninth grade program of study conditional upon successful completion of eighth grade courses.	Students and parents receive a tentative course request form.	School counselor to coordinate recommendations received from 8th grade teachers.	Course offering book, course selection sheets, and teacher recommendation lists.	● Schedule time for individual meetings. ● Prepare course selection sheets. ● Maintain request changes throughout remainder of year. ● Coordinate with Director of Guidance from Long Beach High School.

Middle School/High School Counselors' Articulation Meetings

Target Grade:	Time Frame	Preparation Time	Activity Duration
8	December- LBHS		1 Day

Need	Objective	Activity
High school counselors need	To obtain academic and developmental information for	High school counselors meet with the middle school counselors. This meeting

information about their incoming students.	incoming 9th grade students from their middle school counselors.	will provide an opportunity for the high school counselors to become aware of the special academic and social needs of entering students.

Outcome	Evaluation	Staff	Resources	
High school counselors will be knowledgeable of the needs of the incoming students.	Each counselor will have the necessary information about entering students.	High school and middle school counselors.	Student records, meeting room.	● High school counselors will be knowledgeable of the needs of the incoming students.

New Student/Parent Registration

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	School Year		45 Minutes Per Registration

Need	Objective	Activity

Obtain academic information from previous schools.	To accurately place students in classes that correspond to previous academic placement. To make students and parents aware of current programs at Lincoln Orens Middle School.		Meet with student and parent/guardian, discuss courses offered and school procedures and provide a building tour.	
Outcome	**Evaluation**	**Staff**		**Resources**
Students will be scheduled for appropriate courses.	Receipt of registration documents. Verification of course selection based on previous school records.	Counselor, secretary, school nurse and district registrar.	File folder, registration sheet, immunization sheet, bell schedule, district addresses and phone numbers, residency information sheet, list of clubs, activities and student agenda.	● Students will be scheduled for courses based on their previous academic placement.

Inter-District Records Retrieval and Assessment

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Year-Round		

Need	Objective	Activity

Accurate academic records on new students are necessary.	To place students in appropriate courses based on previous academic and/or testing results.		Any information parents and students have at registration is gathered. A formal request for records is made from previous school. Counselor follows up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, state assessment scores and AIS information) student schedules are checked for appropriate placement.	
Outcome	Evaluation	Staff		Resources
Students will be accurately scheduled with consideration given to their abilities, interests and progress.	Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file.	Counselor, secretaries, other district personnel.	Student files.	● Students will be accurately scheduled with consideration given to their abilities, interests and progress.

Planning Calendar

Transitions	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

Kindergarten Parent Orientation Evening										✓	✓	
Fourth Grade Parent/Student Orientation Evening											✓	
Fifth Grade Transition to Lincoln Orens Middle School		✓	✓									
Fifth to Sixth Grade Transition										✓	✓	
Eighth Grade High School Course Selection- Student Assembly						✓	✓					
Individual Eighth to Ninth Grade Scheduling Meetings						✓	✓					
Middle School/High School Counselors' Articulation Meetings				✓	✓							
New Student/Parent Registration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inter-District Records Retrieval and Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Monthly Themes

Clearly, every month, there are important opportunities for anticipating predictable

problems and planning prevention and early intervention to minimize them. By pursuing such opportunities, schools enhance teachers' ability to do their job well. Therefore, as such basic concerns arise throughout the year, school staff need to be proactive and timely in promoting a school wide focus to address the concerns and minimize their impact on students, their families, and the staff at a school.

Student support personnel, in particular, can play a major role in formulating and providing support for implementing a "theme of the month" at schools throughout the district. Given the limited time a school has for personnel development, focusing on a different theme each month engages all stakeholders as a community of learners.

Monthly Theme Topics

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
K-8	School year		Ongoing

September	National School Success Month National Library Card Sign Up Month
October	Computer Learning and Electronic Safety Month
November	Gratitude Month
December	Acts of Kindness Month
January	National Staying Healthy Month
February	American History Month
March	Music in Our Schools Month
April	Humor Appreciation Month
May	National Physical Fitness and Sports Month Senior Citizen's Month
June	Island Park Schools and Community Month

PTA Cultural Events

Target	Time Frame	Preparation Time	Activity Duration

Grade:			
K-4	1 Day	Schedule 2-3 months in advance	1 Day

Need	Objective	Activity
Students are exposed to and informed about the arts.	Provide interactive and enriching opportunities to learn about music, literature, and the arts.	Presenters representing the BOCES Arts In Education program visit the school and provide demonstrations and programs to children in the form of an assembly.

Outcome	Evaluation	Staff	Resources	Preparation
Students experience connections to content through musical performances, presentation of literature, and plays.	Administrative observation, student feedback, feedback from teachers. Presenters also provide feedback. Completion of the BOCES evaluation form.	Presenters and BOCES administrators who oversee the program.	Stage, microphone, musical instruments, books, props, etc.	● The principal's office or central administration contacts BOCES to determine a date for the performance. ● Custodians, technology staff, and teachers are informed 1-2 weeks in advance for planning and set-up.

Winners Walk

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	Spring May/June	Several Weeks	1.5 Hours

Need	Objective	Activity

To raise money for a charity that is selected each year by the Student Council members.	Students walk to raise money for a charity that is chosen by the children in the Student Council each year. This partners with the Physical Education department.		Students raise money and walk or run for about 1 hour. The money is donated to a charity.	
Outcome	**Evaluation**	**Staff**	**Resources**	**Preparation**
Students learn about giving to people in need. They also learn about different illnesses that children and adults suffer from.		All teachers and Principal.	Music, gym (set up), walking/running track, a letter sent out to parents asking for donations, money collected and donated.	● Send letter out to families. ● Go over instructions and purpose of the walk. ● Invite charity representative to speak to children about illness. ● Walk/run (1 hour). ● Physical education teachers set up a walking/running track.

Fire Safety Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	1 Day	Schedule 2-3 months in advance	1 Day

Need	Objective	Activity

Students need to be informed about safety in school and in the home.	Inform students about safety procedures in school and at home. Develop student knowledge for protocols for emergency situations.		Local firemen come to the school and give presentations for all grades. The presentations for the lower grades are in group assembly format. The firemen visit the classrooms for third and fourth grade.	
Outcome	**Evaluation**		**Staff**	**Resources**
Students experience connections to content through concrete and enriching experiences. The students learn about fire safety and overall safety for the home and school.	Administrative observation, student feedback, feedback from teachers. Presenters also provide feedback.	Presenters (firemen).	Materials are brought to the school by the fire department. VCR/DVD, computer, and a large screen are needed for two rooms.	● The principal's office contacts the fire department and schedules the visit. ● Custodians and technology staff, and teachers are informed 1-2 weeks in advance for planning and set-up.

Prime Time

Target Grade:	Time Frame	Preparation Time	Activity Duration
3-4	Winter/Spring Alternate years	1 Month	2 Hours

Need	Objective	Activity

Turn off the TV; find other activities to do!	To learn other skills such as: cooking, crafts, physical activity and reading; rather than sitting watching television.	Students begin with an opening activity: silent reading with parent. Student and parent attend one workshop of choice. The closing activity is to hear a song or listen to a poem.

Outcome	Evaluation	Staff	Resources	Preparation
Students learn other activities rather than watching television. This encourages parental involvement.	This evening promotes student reading; i.e. - book reports, reading nonfiction.	Hegarty teachers and Principal.	Books and goody bags filled with books, bookmarks, crafts and assorted reading materials.	● Several committee meetings. ● Send out flyers to staff and parents asking for volunteers for workshops. ● Create workshop letters for students to get choices. ● Dinner for committee and workshop presenters. ● Order items for goody bags and fill them. ● Assign workshop to student and put it on goody bags. ● Send reminder letters. ● Parent/student brings sleeping bag or blanket/pillow to sit on gym floor. ● Opening ceremony with student. ● Special reader. ● Silent reading. ● Closing ceremonies: Read every day song and Hegarty song.

FXH Fun Field Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	Spring May/June	Schedule 2-3 months in advance	1 Day

Need	Objective	Activity

Students have the opportunity to exercise and celebrate the end of the school year.	Together, the FXH Student Council and the Physical Education Department join together to design a day where children celebrate the end of the school year and become involved in physical activity.	To start the day, there is a morning assembly. Five stations are set up in the school yard. Each grade is at each station for 20 minutes. The stations are carnival games, field activities, art and food station, music station and inflatable slide/obstacle course.

Outcome	Evaluation	Staff	Resources	Preparation
Students celebrate the end of the school year as an entire school community. Student council members and PTA help with the carnival games and some of the other stations.	Fun Day!	Teachers, Student council, Principal, PTA.	A letter is sent home, inflatables, tables, games, popcorn, cotton candy, water (provided by PTA), gym materials (balls, bats), paint (for faces), prizes to give out to each student, BBQ company.	● Several committee meetings with student council and physical education teachers. ● Ordering of outside resources (slides, popcorn, and cotton candy). ● PTA to help with setting up/ordering prizes.

LOMS Fun Field Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	Spring May/June	Schedule 2-3 months In advance	1 Day

Need	Objective	Activity

Students have the opportunity to exercise and celebrate the end of the school year.	Together, the PTA, LOMS Student Council and the Physical Education Department join together to design a day where children celebrate the end of the school year and become involved in physical activity.		Throughout the day, students have the opportunity to participate in various outdoor activities, supervised by teachers and staff. The PTA and Student Council supply the students with music entertainment, water, lunch and snacks.	
Outcome	Evaluation	Staff	Resources	Preparation
Students celebrate the end of the school year as an entire school community.	Fun Day!	Teachers, Student council, Principal, PTA.	A letter is sent home, inflatables, tables, games, cotton candy, water (provided by PTA), gym materials (balls, bats), DJ Booth, KONA Ice Truck and BBQ company.	● Several committee meetings with student council and physical education teachers. ● Ordering of outside resources (KONA Ice Truck, DJ Benny, BBQ, and cotton candy). ● PTA to help with setting up/ordering food.

Island Park UFSD Spirit Week

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-8	December	2 weeks	1 week

Need	Objective	Activity
Spirit Week was designed to acknowledge all the hard work that everyone has put into this school year.	Spirit Weeks serves as a tool to reward everyone with fun activities that help further a positive school environment, promote team-building, and to foster memorable experiences for our students.	During this week, LOMS will be divided into three teams and our students will be participating in a variety of physical and academic events. For each event, students will be rewarded points for first, second, and third place. These points will be added up on the last day of Spirit Week and the winning team will win the coveted Spirit Bowl. Home-base teachers will receive a list with detailed descriptions of each event that the students can participate in. They will review each item with their students and encourage them to sign up for specific events. Lists must be submitted at the close of business, two weeks prior. Additionally, there will also be themed dress up days during Spirit Week.

Outcome	Evaluation	Staff	Resources	Preparation
The outcome of these activities is to promote a positive school environment, promote team-building, and to foster memorable experiences for our students.	Students and staff members will be evaluating the events for future participation.	Administration and staff members.	Materials needed for each event, as well as, the list of participants for events.	Creation of schedule and teams and set-up for all events.

FXH Red Ribbon Week

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	October	10 Hrs	1 Week

Need	Objective	Activity

Students need to be educated of the myths and facts of drug use and the consequences that will result.	To increase student awareness and promote positive decision making.	Social Worker and Principal will develop programs and activities to educate students.

Outcome	Evaluation	Staff	Resources	Preparation
Students will live a drug-free life.	Discussion with students.	Social Worker, Health Teacher, classroom Teachers, and Principal.	Report cards, progress reports, discipline records.	• Review lesson plans.

LOMS Red Ribbon Week

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
5-8	October	10 Hrs	1 Week

Need	**Objective**	**Activity**

Students need to be educated of the myths and facts of drug use and the consequences that will result.	To increase student awareness and promote positive decision making.	Counselor and Health Teacher will develop programs and activities to educate students.

Outcome	Evaluation	Staff	Resources	Preparation
Students will live a drug-free life.	Discussion with students.	Counselor, Social Worker, Health Teacher, Teachers, and Administrators.	Report cards, progress reports, discipline records.	• Review lesson plans.

FXH No Name Calling Week

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	January	10 Hrs	1 Week

Need	Objective	Activity

To focus on eliminating name calling in and out of school.	To create safer schools by making harassment and name calling unacceptable.	Students will engage in activities promoting their own health and safety.

Out Come	**Evaluation**	Staff	Resources	Preparation
Students will have knowledge of the effects of name calling.	Discipline records will be reviewed	Social Worker, Teachers and Principal.	Report cards, progress reports, discipline records.	● Review lesson plans.

F.X. Hegarty Empathy Presentation during No Name Calling Week

Target Grade:	Time Frame	Preparation Time	Activity Duration
Grades K-4	January	5 Hrs.	1-2 days (45 minutes per grade)

Need	Objective	Activity
To Promote a community of kindness in our school and teach students to put Empathy into action.	To create safer schools by demonstrating kindness to one another.	PowerPoint presentation with opportunities for student participation.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a better understanding of how they can show empathy to one another. Students will not engage in any form of bullying behavior (Physical or verbal)	Questions and answers; discussion with students.	Social Worker, and Teachers to reinforce the lesson in their classrooms.	Use of projector screen, laptop, and speakers. Parent letter to inform of presentation.	Maintain updated information for the PowerPoint Request equipment for use during presentation Request/reserve/set up space to be used. Schedule presentation with appropriate faculty/staff.

LOMS No Name Calling Week

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
5-8	January	10 Hrs	1 Week

Need	**Objective**	**Activity**

To focus on eliminating name calling in and out of school.	To create safer schools by making harassment and name calling unacceptable.	Students will engage in activities promoting their own health and safety.

Out Come	**Evaluation**	Staff	Resources	Preparation
Students will have knowledge of the effects of name calling.	Discipline records will be reviewed	Counselor, Social Worker, Health Teacher, Teachers, and Administrators.	Report cards, progress reports, discipline records.	● Review lesson plans.

FXH Anti – Bullying Week

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
K-4	November	10 Hrs	1 Week

Need	**Objective**	**Activity**

Students need a school climate that is appropriate for learning and achieving success.	Through various Social Emotional Learning lessons and activities our students will learn that bullying is not tolerated.	Social Worker will raise awareness of bullying in and out of school and highlight ways of preventing and responding to it.

Out Come	**Evaluation**	Staff	Resources	Preparation
Students will be aware of bullying and how to respond to it.	To review discipline reports.	Social Worker, Teachers and Principal.	Report cards, progress reports, discipline records.	• Review lesson plans.

LOMS Anti – Bullying Week

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
5-8	November	10 Hrs	1 Week

Need	Objective	Activity
Students need a school climate that is appropriate for learning and achieving success.	Through various Social Emotional Learning lessons and activities our students will learn that bullying is not tolerated.	Counselor and Health teacher will raise awareness of bullying in and out of school and highlight ways of preventing and responding to it.

Out Come	Evaluation	Staff	Resources	Preparation
Students will be aware of bullying and how to respond to it.	To review discipline reports.	Counselor, Social Worker, Health Teacher, Teachers, and Administrators.	Report cards, progress reports, discipline records.	● Review lesson plans.

FXH Mix It Up Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	October	5 Hrs.	1 Day

Need	Objective	Activity
To provide students with the opportunity to interact with peers they typically do not socialize with.	To encourage students to move out of their comfort zone and connect with someone new over lunch.	Social Worker will introduce this activity during lunch periods.

Out Come	Evaluation	Staff	Resources	Preparation
This day is being promoted in school with the hopes of new friendships being formed and positive relationships to be carried out.	Feedback from students and observed student interactions.	Social Worker and Principal.	Index cards and pens/pencils.	• Review lesson plans.

LOMS Mix It Up Day

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	October	5 Hrs.	1 Day

Need	Objective	Activity
To provide students with the opportunity to interact with peers they typically do not socialize with.	To encourage students to move out of their comfort zone and connect with someone new over lunch.	Counselor, Health Teacher, Social Worker and School Psychologist will introduce this activity during lunch periods.

Out Come	Evaluation	Staff	Resources	Preparation
This day is being promoted in school with the hopes of new friendships being formed and positive relationships to be carried out.	Feedback from students and observed student interactions.	Counselor, Health Teacher, PPS Staff, and Administrators.	Index cards and pens/pencils.	• Review lesson plans.

FXH Internet Safety and Cyber bullying

Target Grade:	Time Frame	Preparation Time	Activity Duration
Grades 3 & 4	October	5 Hrs	1 Day

Need	Objective	Activity
Students need to be educated about dangers and personal safety on the internet. Students need education on cyber bullying, per Dignity for All Students Act (DASA).	To increase student awareness of dangers on the internet, including predators and cyberbullying. To provide students with knowledge on how to handle such situations.	Powerpoint presentation with opportunities for student participation.

Out Come	Evaluation	Staff	Resources	Preparation
Students will make safer choices when using the internet, as well as other forms of electronic communication. Students will not engage in cyberbullying. Students will know how to report unsafe situations encountered while using the internet. Students will know how to report cyber bullying.	Questions and answers and discussion with students.	Principal, Social Worker, Teachers, other staff as deemed appropriate.	Use of projector screen, laptop, speakers and parent letter with discussion points to be mailed.	● Maintain updated information for the powerpoint. ● Request equipment for use during presentation. ● Request/reserve/set up space to be used. ● Schedule presentation with appropriate faculty/staff. ● Update parent letter to be sent home.

LOMS Internet Safety and Cyberbullying

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	October	5 Hrs	1 Day

Need	Objective	Activity
Students need to be educated about	To increase student awareness of dangers on the internet,	Powerpoint presentation with opportunities for student participation.

dangers and personal safety on the internet. Students need education on cyber bullying, per Dignity for All Students Act (DASA).	including predators and cyberbullying. To provide students with knowledge on how to handle such situations.	

Out Come	**Evaluation**	Staff	Resources	Preparation
Students will make safer choices when using the internet, as well as other forms of electronic communication. Students will not engage in cyberbullying. Students will know how to report unsafe situations encountered while using the internet. Students will know how to report cyber bullying.	Questions and answers and discussion with students.	Principal, Social Worker, School Psychologist, School Counselor, Computer teacher, and teachers.	Use of projector screen, laptop, speakers and parent letter with discussion points to be mailed.	● Maintain updated information for the powerpoint. ● Request equipment for use during presentation. ● Request/reserve/set up space to be used. ● Schedule presentation with appropriate faculty/staff. ● Update parent letter to be sent home.

SEL Family Connect Flyer

Target Grade:	**Time Frame**	**Preparation Time**	**Activity Duration**
K-4	Year round	**1 Hour**	**Monthly**

Need	Objective	Activity
Families and students can be aware and implement the character trait of the month.	Families connect to discuss the character trait of the month and how it can be implemented at school, at home, and within the community.	Families discuss the character trait of the month by using suggested questions, and books. A picture cutout activity is then completed to show how the student will implement the character trait. The cutouts are then displayed on the SEL bulletin board.

Outcome	Evaluation	Staff	Resources	Preparation
Activities are sent in and displayed in the school.	Follow up and discussion at Character Trait Assembly.	School Counselor	Canva	Approval from principal before sending out to families.

Nassau County District Attorney's office Stop. Then Send.
6th, 7th & 8th Grades

Target Grade:	Time Frame	Preparation Time	Activity Duration
6th, 7th, 8th grade	April- Every other year		1.5 Periods

Need	Objective	Activity
Students need to understand the real life consequences of using social media in the wrong way regarding photos, and cyberbullying.	Educate students on the importance of internet safety and the real life consequences when using the internet in the wrong way.	Assembly in the auditorium for 6th, 7th and 8th grades at one time.

Outcome	Evaluation	Staff	Resources	Preparation
Students will have a better understanding of appropriate ways to utilize the internet and social media.		School Counselor, Social Worker, Principal, Teachers and Presenter.	● Auditorium ● PowerPoint presentation	Contact District Attorney's office to schedule assembly.

Ryan's Story

Target Grade:	Time Frame	Preparation Time	Activity Duration
6-8	March- Every 2-3 years	5 hours	3 periods

Need	Objective	Activity

Lincoln Orens Middle School has implemented a comprehensive bullying prevention program which is committed to taking serious, proactive steps to raise awareness about bullying and cyber-bullying with students and parents.	To gain awareness about the signs and risks of teenage suicide and how best to help oneself or a friend.	Mr. John Halligan will provide an assembly program to students in grades 6-8. He will share his own tragic experience as a Dad whose 13- year old son took his own life in 2003, after incessant bullying by peers, both in school and online. Mr. Halligan further shares that Ryan wrestled with underlying mental health and depression issues and that these factors contributed to his vulnerability.

Outcome	Evaluation	Staff	Resources	Preparation
Our students will gain a family's understanding and perspective of a child victimized by bullying and cyber-bullying; reminding them that there is a face, a person and a heart behind the screen.	Question/ answer session with Mr. Halligan and support staff.	Principal, School Counselor, Social Worker, Psychologist and teachers.	● Auditorium ● Powerpoint Presentation www.RyansStory.org	● Contacting Mr. Halligan ● Set-up of auditorium

Marc Mero- *Champion of Choices*

Target Grade:	Time Frame	Preparation Time	Activity Duration
7 & 8	April- Every 2-3 years	5 hours	2 periods

Need	Objective	Activity

Our students need to learn how to treat themselves and others with respect, dream big, achieve goals and cherish relationships.	To educate our students on the importance of a brighter tomorrow, taking a stand against bullying, drugs and peer pressure, and discovering their life passion, setting goals and becoming the Champions they are destined to be!	Marc Mero presents the topics of bullying, peer pressure, substance abuse and suicide prevention through his personal life story.

Outcome	Evaluation	Staff	Resources	Preparation
Our students will have a better understanding of what choices they have in life.	Question/answer session with Marc Mero.	Social Worker, School Counselor, Psychologist, Principal and teachers.	● Auditorium ● Powerpoint Presentation	● Contacting Marc Mero ● Set-up of auditorium

No Place For Hate- LOMS

Target Grade:	Time Frame	Preparation Time	Activity Duration
5-8	4 times per school year	3 hours	30-40 minutes

Need	Objective	Activity
To create a sense of community within our schools where students feel comfortable and safe. Empowering students, faculty, & staff to stand up against biases and bullying.	No Place for Hate is a collaborative initiative that provides PreK–12 schools with an organizing framework for students, administrators, teachers and family members to develop long-term solutions for creating and maintaining an inclusive and equitable climate. No Place for Hate schools receive their designation in the following ways: - Building inclusive and safe communities in which respect and equity are the goals and where all students can thrive. - Empowering students, faculty, administration and family members to take a stand against bias and bullying by incorporating new and existing programs under one powerful message. - Sending a clear, unified message that all students have a place where they belong and should be treated equitably.	The No Place For Hate Student Ambassadors, along with the NPFH Team, collaborate to create school-wide activities four times throughout the school year. The activity varies each time, however each activity will have a focus on one or more of the following: - Bullying - No Name Calling - Racism - Biases - Building Community - Belonging No Place For Hate approves each activity and provides guidance when necessary.

Outcome	Evaluation	Staff	Resources	Preparation
Students will participate in discussions surrounding anti-hate in our schools and building a sense of community where each student belongs.	No Place For Hate will evaluate each completed activity to uphold IPLOMS No Place For Hate designation.	School Social Worker School Psychologist School Counselor Principal Teachers	ADL No Place For Hate	Planning school wide activities with designated Student Ambassadors, creating a plan to submit to NPFH staff, picking dates with the principal, informing faculty and staff, and gathering any needed supplies.

No Place For Hate- FXH

Target Grade:	Time Frame	Preparation Time	Activity Duration
K-4	3- 4 times per school year	3 hours	30-40 minutes

Need	Objective	Activity
To create a sense of community within our schools where students feel comfortable and safe. Empowering students,families, faculty, & staff to stand up against biases, bullying and discrimination.	No Place for Hate is a collaborative initiative that provides PreK–12 schools with an organizing framework for students, administrators, teachers and family members to develop long-term solutions for creating and maintaining an inclusive and equitable climate. No Place for Hate schools receive their designation in the following ways: - Building inclusive and safe communities in which respect and equity are the goals and where all students can thrive. - Empowering students, faculty, administration and family members to take a stand against bias, bullying, and discrimination by incorporating new and existing programs under one powerful message. - Sending a clear, unified message that all students have a place where they belong and should be treated equitably.	The No Place For Hate Student Ambassadors (No Place for Hate Squad Members), along with the NPFH Team, collaborate to create school-wide activities three to four times throughout the school year. The activity varies each time, however each activity will have a focus on one or more of the following: - Bullying - No Name Calling - Racism - Biases - Building Community - Belonging - Diversity No Place For Hate approves each activity and provides guidance when necessary.

Outcome	Evaluation	Staff	Resources	Preparation
Students will participate in discussions/ activities surrounding anti-hate in our schools. The Discussions/ activities will promote a sense of unity and belonging and a greater respect for differences.	No Place For Hate will evaluate each completed activity to uphold FXH No Place For Hate designation	School Social Worker School Psychologist Principal Teachers	ADL No Place For Hate	Planning school wide activities with designated Student Ambassadors (No place For Hate Squad Members), creating a plan to submit to NPFH staff and parent members, picking dates with the principal, informing faculty and staff, and gathering any needed supplies.

Planning Calendar

Monthly Themes	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July

Monthly Theme Topics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PTA Cultural Events												
Winners Walk										✓	✓	
Fire Safety			✓									
Prime Time				✓	✓	✓	✓	✓	✓			
Spirit Week					✓							
FXH Fun Field Day									✓	✓	✓	
LOMS Fun Field Day									✓	✓	✓	
FXH Red Ribbon Week		✓	✓									
LOMS Red Ribbon Week		✓	✓									
FXH No Name Calling Week					✓	✓						
F.X. Hegarty Empathy Presentation During No Name Calling Week					✓	✓						
LOMS No Name Calling Week					✓	✓						
FXH Anti-Bullying Week			✓	✓								
LOMS Anti-Bullying Week			✓	✓								
FXH Mix It Up Day			✓									
LOMS Mix It Up Day			✓									
FXH Internet Safety and Cyber bullying		✓	✓									
LOMS Internet Safety and Cyberbullying		✓	✓									

Nassau County DA "Stop. Then Send." Presentation	Dependent on availability and school calendar.											
Ryan's Story								✓				
Marc Mero- *Champion of Choices*									✓			
No Place For Hate			✓	✓	✓	✓	✓	✓	✓	✓	✓	