

Sagaponack Common School District

COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PLAN

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Sagaponack Common School District

Comprehensive Developmental School Counseling Plan

I. Introduction

Highlights from the Commissioner's Regulation 100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs

(Effective July 1, 2019)

* Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) 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). For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.

* Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.

* Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.

* 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 providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each 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.

II. Vision and Mission Statements

A. Vision

The vision of the Sagaponack Common School District is to educate each child in a unique setting that helps foster bright and independent life-long learners.

B. Mission

The Sagaponack Common School District and its community are committed to the belief that all children have the right and should be provided the opportunity to achieve excellence in educational pursuits. The District is to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society.

III. Goals

The goal of the Sagaponack Common School District Comprehensive Guidance Plan is to provide support to students in the areas of social/emotional development, academic skills and college/career readiness. Our administration, teachers and support staff will work collaboratively to assist students in both large and small group settings. Lessons/activities will be embedded into teachers' lessons, school assemblies, field trips and school wide events.

The Sagaponack Common School District will contract with Eastern Suffolk BOCES to schedule the services of a certified guidance counselor to meet with our students in a whole school setting three times per year (fall, winter and spring). By combining the work of our teachers with this certified guidance counselor and our part-time school psychologist, our students will have multiple opportunities to address the target areas as listed above.

IV. Advisory Council

Advisory Council membership shall include: Two teachers, one Superintendent, one parent, one community member, one School Psychologist and one Guidance Counselor. The role of the advisory council is to provide its members the opportunity to review, adjust (as needed) and assist the district in implementing their guidance plan. The advisory council will meet two times per year to review the guidance plan and recommend any changes that may be beneficial based on data collected. In addition, the advisory council will create and submit an annual report to the Board of Trustees.

V. Program Objectives (K-3)

* To prepare students to participate effectively in their current and future educational programs as age appropriate.

* To address multiple student competencies including college/career readiness, academic and social/emotional development standards.

The district's staff, faculty and administration will work collaboratively with a certified school counselor to achieve the above-mentioned objectives.

VI. Student Attendance

An important part of being successful in school is regular and punctual attendance. All of the students are expected to be in attendance each day unless they are ill or a family emergency arises. An absent note is required upon returning to school. Sagaponack Common School District seeks to support and assist families with any issues/concerns related to attendance. Lessons/activities related to attendance will be provided to all students through the core curriculum. More targeted support will also be available to students as needed.

VII. Data Collection

The district understands that needs vary from student to student. In order to identify any unmet student needs and evaluate the effectiveness of the school counseling plan, data will be collected throughout the school year. Data collected will be analyzed and developed into a program outcomes report which will be presented to the board annually. Data may be gathered from many possible sources including (but not limited to):

Report cards/Progress reports

Attendance records

Teacher/Parent surveys

Student surveys

Teacher lesson summary

Discipline records

VIII. Referral Procedures

Sagaponack Common School District utilizes Response to Intervention (RtI) to help identify and support students with learning and/or behavioral needs. This multi-tiered approach allows teachers to identify struggling students and help to provide them with targeted interventions to meet their needs. As these interventions are implemented, students are closely monitored in order to assess their success and progress. Data is then gathered and

analyzed so that intensity and duration of these interventions can be adjusted to meet each individual student's needs.

In addition to RtI, our district also utilizes targeted assessment tools to help identify students who are in need of higher levels of support. For students that may need more targeted or specialized services, Tier 2 and Tier 3 level supports will be made available.

IX. Professional Development

The Sagaponack Common School District has created a professional development plan to ensure our staff stays current with skills, standards and best practices. Our goal is to improve instruction and student learning so that all students can continue to thrive and excel. Teachers will have opportunities to participate in staff development offered by the district. The district's staff development plan will provide ample opportunity for newly certified teachers to meet the recently established Continuing Teacher and Lead Teacher (CTLE) requirements. Teachers also attend professional conferences each year.

X. Activities

Teachers will implement the following activities throughout the school year and will assign appropriate standards and subcomponents to each activity as the year progresses.

<u>Activity/Lesson</u>	<u>Description</u>	<u>Grade Level</u>	<u>Date of Activity</u>	<u>Staff Responsible*</u>	<u>Domain**</u>	<u>ASCA Standards Addressed</u>
Read alouds: Max & Mille Social Skills Pack	Books chosen based on specific themes are ready daily to foster academic growth.	K-3	Ongoing	CRT	S/E	
Literature: One & Zero (Social/Emotional Books)	A collection of fiction and non-fiction books are available as leveled readers for the students to choose from.	K-3	Ongoing	CRT	S/E	
Morning meeting	Students read calendar skills, review the months, days of the week and # of days in school.	K-3	Ongoing	CRT	S/E	
Brain breaks	If a movement break is needed, students will dance to a 5- minute directive video, Go Noodle.	K-3	Ongoing	CRT	S/E	

Class Do-Jo	Behavior Management System-points are earned for positive behavior individually and as a group.	K-3	Ongoing	CRT	S/E	
Yoga	Students participate in 4 sessions of yoga. Breathing, self-management and stretching are the focus.	K-3	Winter	CRT	S/E	
Reflection form (involves parent)	Students will fill out a reflection form when continuous negative behavior occurs.	K-3	Ongoing	CRT	S/E	
Letter to the other student, mediation	A student will write a letter of apology if they are being unkind to that individual.	K-3	Ongoing	CRT	S/E	
Caught being good	Students are celebrated for acts of kindness with DoJo reward points.	K-3	Ongoing	CRT	S/E	
Student of the week, VIP	Each week a different student is celebrated with activities such as an All About Me poster, 3 special items & favorite book.	K-3	Fall, Winter	CRT	S/E	
Goal setting	Individual academic goals are made through benchmark assessments and weekly tasks.	K-3	Ongoing	CRT	S/E	
Personal safety	Students practice 8 evacuation drills, 4 lockdown drills and safety discussions.	K-3	Ongoing	CRT	S/E	
Police officer visit	Local police officer comes to the school throughout the school year to discuss rules and safety.	K-3	Fall, Spring	CRT	C/C	
Fire Safety	Students participate in 8 evacuation drills throughout the school year.	K-3	Ongoing	CRT	C/C, S/E	
Behavior Chart	Students are made aware of behavioral expectations and move up on the "stop light" for inappropriate behavior.	K-3	Ongoing	CRT	S/E	
Open Door Policy	Parents are encouraged to host a craft or read to the students.	K-3	Ongoing	CRT	S/E	
Student Jobs	Each student has a particular "job" each	K-3	Ongoing	CRT	S/E	

	week. Jobs rotate throughout the year.					
Monthly faculty meetings - (RtI)	Faculty meet and discuss student success and screening needs for special education services.	K-3	Ongoing	CRT	A, S/E	
Cultural Events	Feb- Black History Month Activities, Spring-Multi Cultural Night, Spanish Lessons, Push-Ins to Specials.	K-3	Ongoing	CRT	A, S/E	
Differentiated groups	Students are divided between 2 teachers (K-1, 2-3) and assessed.	K-3	Ongoing	CRT	A	
STEM	Students do various activities throughout the year with the LI Science Center involving STEM.	K-3	Fall, Spring	CRT	A	
Reward System	Students earn individual and class DoJo reward points for appropriate behavior each school day.	K-3	Ongoing	CRT	A, S/E	
Authors chair - present to the class	Students present stories written throughout the year to their peers on various topics.	K-3	Ongoing	CRT	A, S/E	
Foundations	Multi-sensory phonics and reading program used by all students in K-3.	K-3	Ongoing	CRT	A	
Daily schedule - teaching the layout of the day	This is learned at the beginning of the year. During Morning Meeting, daily activities are discussed.	K-3	Ongoing	CRT	A	
I-ready	A computer-based program used to reinforce skills learned in the classroom.	K-2	Ongoing	CRT	A	
PO, Fire fighter	Students meet workers within the community and learn about different aspects of their occupation as well as discuss safety measures	K-3	Ongoing	CRT	C/C	
Mystery Reader	Parents and community members shared a selection of books with the students.	K-3	Ongoing	CRT	C/C	
Westhampton Beach Performing Arts Center	Students visit the theater 2 times during the school year to see various	K-3	Fall, Winter	CRT	C/C	

	performances and have group discussions afterwards.					
Local Farms	Students visit local animal and agricultural farms as part of their science curriculum.	K-3	Fall, Spring	CRT	C/C	
School Garden	Students work with a Master Gardener at a local conservancy (Madoo) and apply these lessons all year long.	K-3	Ongoing	CRT	A, S/E	
Aquarium	A selected "end of the year" field trip that both parents and students attend. Students write and share their experience.	K-3	Spring	CRT	C/C	
Parent meeting-discussing goals	There are 2 scheduled Parent-Teacher Conferences throughout the school year to discuss student progress.	K-3	Fall, Spring	CRT	A	
All about me	Each week a student has the opportunity to share things with the class about themselves.	K-3	Fall, Winter	CRT	A, C/C	
Dress -up	Students and staff are encouraged to dress in costumes to celebrate events with the community. Costumes may reflect careers.	K-3	Fall	CRT	C/C	
STEM	Engineering, Science, Coding, Drone activities are done throughout the year.	K-3	Ongoing	CRT	C/C	
East End Conservationist lesson	Members of local conservation groups visit the school and discuss the importance of caring for the environment.	K-3	Spring	CRT	C/C	
Plays, Concerts	<p>* <u>Staff Responsible Key:</u> CRT= Classroom Teacher</p> <p>Videos are shown related to music/performers</p>	-3	Winter, Spring	CRT	C/C	

**** Domain Key:**
A= Academic
CC= College/Career
S/E= Social/Emotional

XI. Standards

The following activities will be implemented through the lens of the American School Counselor Association (ASCA) National Standards for Students.

Academic Development

Standard A: Students will...

A: A1 Improve Academic Self-Concept

A: A2 Acquire Skills for Improving Learning

A: A3 Achieve School Success

Standard B: Students will...

A: B1 Improve Learning

A: B2 Plan to Achieve Goals

Standard C: Students will...

A: C1 Relate School Life Experiences

Career Development

Standard A: Students will...

C: A1 Develop Career Awareness

C: A2 Develop Employment Readiness

Standard B: Students will...

C: B1 Acquire Career Information

C: B2 Identify Career Goals

Standard C: Students will...

C: C1 Acquire Knowledge to Achieve Career Goals

C: C2 Apply Skills to Achieve Career Goals

Personal/Social Development

Standard A: Students will...

PS: A1 Acquire Self-Knowledge

PS: A2 Acquire Interpersonal Skills

Standard B: Students will...

PS: B1 Self-Knowledge Application

Standard C: Students will...

PS: C1 Acquire Personal Safety Skills

APPENDIX A- Use of Certified Guidance Counselor(s)

Recognizing that the Sagaponack Common School District functions as a one-room schoolhouse providing high-quality instruction for children in grades K-3, securing the services of a full-time guidance counselor would not be practical nor fiscally responsible.

To assist the Sagaponack School staff in the creation of this plan, we contracted with Eastern Suffolk BOCES for the services of a certified guidance counselor who guided us through this developmental process. To further ensure fiscal responsibility when possible, we partnered with the other one-room schoolhouses on the east end (Wainscott and New Suffolk) to share these costs as well as ideas.

Going forward, once again, we will contract with Eastern Suffolk BOCES for the services of a certified guidance counselor who will sit on the Advisory Council and also meet with our Sagaponack School students and staff at least three (3) times each year.

APPENDIX B- Resources:

American School Counselor Association National Standards for Students (ASCA) One Vision One Voice, 2004.

ADDENDUM (SDMC Recommendations)

At the May 6, 2021 Meeting of the Shared Decision-Making Committee (SDMC), a recommendation was made to include the following addendum for future consideration as it pertains to the Comprehensive Developmental School Counseling Plan:

- Return to sponsoring many examples of community helpers to visit and discuss with children the jobs they do/the career paths, etc. (i.e. Fire Fighter, Police Officer, Postal Worker).
- Place an emphasis on improving one's self-esteem.
- Design a project for all students to work on that culminates with a district-wide recognition of these efforts. Topics may focus on Academic Achievement, SEL and/or College-Career Readiness.