



DISTRICT GUIDANCE PLAN

2022 - 2023

Little Flower Union Free School District

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MISSION STATEMENT

The mission of Little Flower UFSD is to meet the individual educational, social and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility, and self-worth so they can transition back into their community and take pride in their accomplishments.

Little Flower UFSD

Little Flower UFSD is a Special Act public school district created by the New York State Legislature to serve students with special educational needs who reside in a residential treatment facility. The Little Flower UFSD provides educational and therapeutic services for both residential and Day placements for children in grades 3 through 12.

Our academic programs include Regents Diplomas, Local Diplomas, Skills and Achievement Commencement Credentials, and Career Development Occupational Studies (CDOS) Commencement Credentials. Students are referred to Little Flower by other local schools in New York State through their Committee on Special Education (CSE). Both 10-month and 12-month programming is available.

The Little Flower Union Free School District employs one full-time guidance counselor, one full-time school social worker and two full-time psychologists to service the student population of grades 3-12.

GUIDANCE PLAN – INTRODUCTION

The New York State School Counselor Association presents a Comprehensive Developmental School Counseling Model, a blueprint for achieving excellence and equity for all children in Grades K-12. Our Guidance Plan reflects alignment to NYSSCA and NYSED Commissioner's Regulations.

As per NYSED Commissioner's Regulation Part 100.2(j) required school counseling programs include the following:

Grades 3- 6

- Prepare students to participate effectively in their current and future educational programs;
- Help students who exhibit any attendance, academic, behavioral or adjustment problems;
- Educate students concerning avoidance of child sexual abuse; and,
- Encourage parental involvement

Grades 7- 12

- Annual review of each student's educational progress and career plans;
- Provide instruction at each grade level to help students learn about various careers and about career planning skills;
- Provide other advisory and individual or group counseling assistance to:
 - enable students to benefit from the curriculum
 - help students develop and implement postsecondary education and career plans;
 - help students who exhibit any attendance, academic, behavioral or adjustment problems;
 - educate students concerning avoidance of child sexual abuse; and,
 - encourage parental involvement

Additionally, the plan includes:

- program objectives, which describe expectations of what students will learn from the program
- activities to accomplish the objectives
- staff members and other resources assigned to accomplish the objectives; and
- provisions for the annual assessment of program results.

LITTLE FLOWER GUIDANCE DEPARTMENT PROGRAMS

Individual Counseling and Guidance

- Personal/social counseling.
- Crisis counseling - personal loss, family issues, death of loved one(s).
- Annual review meeting - review progress, set goals for next year in academic, personal and career areas.
- Attendance/guidance counseling - meet with students who have excessive absences, lateness or who have classroom behavior problems.
- Academic counseling - meet with students who are experiencing course problems to determine cause of such problems, possible solutions, encourage better attention in classroom, completing of homework and home study, confer with teacher, take appropriate action, and monitor progress.
- Career Planning - assess career interests, encourage students to make use of materials in Library and Home & Career Skills, and other materials located in Guidance Office as basis for further interest.
- Other regularly scheduled counseling sessions.
- CSE - counseling students weekly as mandated by Committee on Special Education.

Guidance

The guidance counselor works closely as a member of the school team with administrators, teachers, other support services personnel, social worker/psychologists, CSE, parents/legal guardians and significant others as warranted, participating in:

- Counselor orientation
- Opening of school year orientation for all grades
- Occupational education, CDOS opportunities and school to work transitioning
- Testing preparation - ELS, Grade 8 Mathematics, STAR Math/Reading Assessments
- Other transition planning - classroom sessions - adjustments to high school time management – work-based learning program
- Transition to world of work, higher education, vocational training, military

The counselor provides input regarding individual students through attendance at interdisciplinary team meetings, CSE meetings and parent conferences.

The guidance counselor along with the identified Social Worker/Psychologists maintains regular contact with teachers regarding student concerns, either personal or academic, serving as a consultant, interpreting student standardized test results, exchanging information which may affect students' classroom performance and helping to determine strategies to assist in optimal student achievement and adjustment.

Large group guidance meetings with:

- Entire grade levels on Career Days, Cultural Diversity Day and Career Expos
- Classroom group program

The purpose of these meetings is to share information with students, answer questions and invite further contact.

Contact with Parents - meetings with cottage staff/childcare workers take place on a daily (informal) basis, on an "as needed" basis (formal), as well as through weekly cottage therapeutic team meetings. Parents are encouraged to set appointments in accordance with their scheduling needs.

Extensive Mail Communication

Guidance counselor maintains communication with counselors from other schools through attendance at professional organization meetings, as well as:

- General mailings to all grade levels
- Individual letters regarding CSE meetings, Title 1, finalizing cumulative records and transcripts
- Academic problems reflected in interim reports (mid-marking)
- Academic failure on report cards
- Attendance problems
- Use of school publications, Student Handbook

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM OBJECTIVE: To prepare the student to participate effectively in his/her current and future educational program.

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- A. TARGET POPULATION: Grades 3-8

- B. EXPECTED OUTCOME: Students will acquire the knowledge, understanding and abilities related to the major guidance themes of self-awareness/understanding, decision making, planning, information gathering, values clarification and employability. The teacher/counselor will involve students, parents (and/or agency personnel), staff, and administration to ensure all stakeholders are active in students' educational planning and school experience. The teachers/administration will recognize needs and attitudes of individual children and adjust methods/program accordingly. The parents (and/or agency personnel) will have realistic awareness of children's intellectual/social growth at different developmental stages. Parents (and/or agency personnel) will be involved in planning, supporting, and evaluating school goals.

- C. EVALUATION METHODS: Formal and informal testing
 - Teacher observation and consultation with all school support personnel

 - Attendance review on an ongoing basis

 - Student involvement in school programs (after-school programs, assemblies, interscholastic sports etc.)

 - Parent (and/or agency personnel) participation and parent conferences; teacher and parent (and/or agency personnel) satisfaction with student's understanding of his current achievement, academic and social strengths, aptitudes, and talents.

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM OBJECTIVE: Effective participation in current and future educational programs.

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A. TARGET POPULATION: Grades 9-12

B. EXPECTED OUTCOME:

Students will acquire the knowledge, understanding and abilities related to the major guidance themes of self-awareness/understanding, decision making, planning, information gathering, values clarification and employability. The teacher/counselor will involve students, parents (and/or agency personnel), staff and school administration to ensure all stakeholders are active participants in students' educational planning and school experience. The teachers/administration will recognize the needs and attitudes of individual children and adjust methods/program accordingly. The parents (and/or agency personnel) will have realistic awareness of children's intellectual/social growth at different developmental stages. Parent (and/or agency personnel) will be involved in planning, supporting, and evaluating school goals. Students requiring advisory assistance on schedules, tutoring, tests, and other similar topics will obtain the necessary assistance through the guidance office. In investigating career possibilities, students will take career interest inventories and use the websites to investigate areas of interest. They will identify and pursue interests and activities such as volunteer work, cultural and performing arts programs, athletics, and summer employment possibilities. Students will visit various worksites and gain information on what is available as far as planning for the world of work. They will focus on the type of education required, career interests, earning potential, and future employment outlook. Students will review High School graduation requirements and choose electives based on interests and goals. They will become acquainted with the academic offerings. They will prepare for Regents, PSAT/DSAT, ASVAB tests etc. Working papers will be available to students aged 14 and older. They will consider summer employment and volunteer work to enhance responsibility. Students will meet with guidance counselor to review high school transcript, grade point average, and class ranks. They will gather components of student portfolio: resume, recommendations, college essays, etc. Students will research financial aid, scholarship opportunities and requirements; and will review application materials from possible colleges/vocational schools. Students will visit college campuses and use the internet to gain a better understanding of the college experience and requirements.

C. EVALUATION METHODS: Formal and informal testing

Teacher observation and consultation with all school support personnel

Attendance review on an ongoing basis

Review of student record and report cards

Student involvement in school programs (after-school programs, assemblies, interscholastic sports, etc.)

Parent (and/or agency personnel) participation and parent conferences

Teacher and parent (and/or agency personnel) satisfaction with student's understanding of his current achievement, academic and social strengths, aptitudes, and talents

Analysis of student success in meeting grade level requirements in all subject areas

Assessment by counselor during individual interviews to ascertain degree of mastery of expected outcomes. Through appropriate schedule choices, the students will indicate their understanding of academic requirements

Liaison with colleges (2 year and 4 year), vocational training centers, New York State Department of Labor, Military recruiters, etc.

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Effective participation in current and future educational programs.
 Grades 3-8

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Teacher compiles and analyzes progress and behavioral characteristics	Grades 3-8	Teacher Teaching Assistant	Teacher Counselor	Coordination with marking periods
All new entrants Grades 3-8 are screened (approximately 40% turnover every year)	New entrants	Administrators	Nurse Physical Education Teacher Speech Teacher SW/Psychologist	September - June
Physical education screening to determine if adaptive physical education is necessary	Grades 3-8	Physical Education Teacher	New York State Physical Fitness Test or equivalent	September or upon admission
Orientation to new building	Grades 3-8	Administrators	Staff/Student Leadership	Upon Enrollment
Report Cards	Grades 3-8	Administrators	Teachers	
Reports of standardized test results	MAT - Grades 3-8 ELA - Grades 3-8 Math - Grades 3-8 PEP - Grade 5 ESPET - Grades 3-4	Administrators	Administrators	STAR Assessments Fall & Spring PEP/PET - Spring
Teacher discusses student progress with student	Grades 3-8	Teacher Teaching Assistant	Administrators Remedial Teachers Teacher/Counselor SW/Psychologist	Ongoing
Conference with teachers *Individual students *Academic progress *Personal/social update *Special interests/talents	Grades 3-8	Teacher/Counselor	Administrators	Ongoing

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Effective participation in current and future educational programs.
Grades 3-8

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Counseling *Individual *Group *Peer counseling	Grades 3-8	Teacher/Counselor	Teacher/Counselor Administrators	Ongoing
Group Guidance *Career orientation *Guidance assemblies *Personal/social development	Grades 3-8	Teacher	Teacher/Counselor Administrators	Ongoing
Parent (and/or agency personnel) conferences	Parent (and/or agency personnel)	Teacher Teacher/Counselor	Administrators SW/Psychologist	Ongoing
Promote leadership and career understanding	Grades 3-8	Teacher Teacher Assistant	Administrators CDOS Committee	Ongoing
Classroom unit on orientation to occupations and preview for course planning entering Grade 9; includes decision-making skills, Differential Aptitude Tests & discussing results of standardized test scores for previous year	Grade 8	Counselor Teacher	Home & Careers Teacher Business Teacher CDOS Committee	Ongoing Differential Aptitude Test-Fall
Career Exploration Home & Career Skills	Grades 3-8 Grades 7-8	Teacher Home & Career Skills Teacher	Librarian Business Teacher CDOS Committee	Fall & Spring
Unit on non-sexist approach to career choices	Grade 7	Grade 7-8 Teachers	Counselor	Throughout school year
Career Resource Directory	Grades 7-8	Grade 7-8 Teachers	CDOS Committee Counselors	As required

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL (CONT'D)

PROGRAM DESCRIPTION: Effective participation in current and future educational programs.
Grades 3-8

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Advisory assistance by use of selected activities such as playing, discussions and class meetings	Grades 3-8	Teacher Teacher Assistant	Teacher/Counselor SW/Psychologist	Ongoing

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Effective participation in current and future educational programs.
 Grades 9-12

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Conference with individual student to review programs and career plans	Grades 9-12	Teacher/Counselor	Home Economics Teacher	Ongoing
Career education by means of group guidance	Grades 9-12	Counselor	Librarian/Media Specialist	Ongoing
Administration of informal interest inventory	Some students in Grades 9-12	Teacher/Counselor		Ongoing
Individual conferences for purpose of discussing individual plans for the following and subsequent years	Grades 9-12	Counselor	Administrator	June
Classroom presentation on academic program planning	Grades 9-11	Counselor	Program of studies Counselor Information sheet	Spring
Counsel former students needing information	Former Students	Counselor	Pupil Personnel Services	Ongoing
Individual conference for academic, attendance or social problems initiated by parent (and/or agency personnel), staff, student, or counselor	Grades 9-12	Counselor	Teachers Pupil Personnel Staff	September-June

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL (CONT'D)

PROGRAM DESCRIPTION: Effective participation in current and future educational programs.
 Grades 9-12

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Conference with students for information regarding Regents, PSAT, SAT, ACT and ASVAB tests	Grades 9-12	Teacher/Counselor		Ongoing
Conference to review and consider an interest concentration	Grades 9-12	Teacher/Counselor	Librarian/Media Specialist CDOS Committee	Ongoing
Career exploration	Grades 9-12	Teacher/Counselor	Guest speakers	Ongoing
Visit nearby colleges	Grades 11-12	Teacher/Counselor	Librarian/Media Specialist	Spring
Conference with students to review college applications and deadlines	Grade 12	Counselor	Teacher Pupil Personnel Services	Fall/Winter
Attend special programs: College fairs, open houses, financial aid info. and college representative visits	Grade 11-12	Counselor/Teacher	Administrator CDOS Committee	Ongoing
Individual conference to complete and file college applications, recommendation letters, etc.	Grade 12	Counselor	Teacher Administrator	Fall/Winter

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: To help students who exhibit school behavioral/social or adjustment problems

- A. TARGET POPULATION: Grades 3-8

- B. EXPECTED OUTCOME: Students will exhibit one or more of the following desired results:
 - The student will improve his school performance
 - The student will reduce incidence of unacceptable behavior
 - The student will improve his self image
 - The student will improve social relationships
 - The student will accept responsibility for his behavior
 - The student will conform to school regulations

- C. EVALUATION METHODS: Teacher/staff observation
Analysis of school records
Review of student's personal/social behavior skills, IEP Profile Card
Review of trauma history & symptoms (Sanctuary Model)

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Behavioral/social and adjustment problems

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Building level referrals to PPS, which may result in identifying students in need of counseling	Non-handicapped students Grades 3-8	Instructional staff, Administrators, Parents (and/or agency personnel) may make referrals	Staff composed of: Administrator Teacher/Counselor SW/Psychologist Speech Therapist	Sept-June
Committee on Special Education (CSE) referrals and reviews resulting in recommendations for counseling as a related service	Handicapped students Grades 3-8	CSE meets weekly or as needed for special sessions	Student's Teacher Other staff as Appropriate	Weekly Sept-June As needed July-Aug
Teacher conference with parent (and/or agency) and/or student	Students in Grades 3-8 identified as needing assistance/referral	Teacher and/or Administrator	Pupil Personnel Service Professional as consultant	Sept-June
Individual counseling	Non-handicapped students Grades 3-8	Psychologist	Consultants Teacher Counselor	Sept-June as needed
Individual counseling as a related service	Handicapped students Grades 3-8	Psychologist	Psychiatrist Teacher Counselor	Sept-June as per IEP
Group Counseling for coping skills development	Grades 3-8 students identified as needing assistance/referral	District Teacher/Counselor or SW/Psychologist in conjunction w/teacher	Consultants Teacher Assistant	Sept-June as per IEP
Transitional counseling; discussion problem solving	Grades 3-8	SW/Psychologist Teacher Counselor	Teachers	Ongoing
Observational assess in classroom with follow-up consultation with teacher & admin	Grades 3-8 Non-handicapped not subject to immediate referral to CSE, but who exhibit behavior or adjustment problems	Psychologist CSE Chairperson	Counselor Teacher	Sept-June as needed
Trauma History	Grades 3-8	Psychologist/SW	Counselor/teachers	Upon admission

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: To help students who exhibit school behavioral/social or adjustment problems.

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- A. TARGET POPULATION: Grades 9-10 (and 11-12)
- B. EXPECTED OUTCOME: Students will exhibit one or more of the following desired results:
- Decreased incidence of unacceptable behavior
 - Improve self image
 - Improve social relationships
 - Increase conformance to school regulations
 - Develop pride in their school and effectively adhere to school behavioral codes
 - Develop ability to identify career goals and make plans
 - Improve social and peer relationships
 - Increase use of effective techniques for self discipline and self-evaluation
 - Use of appropriate, positive techniques of problem solving
 - Increased acceptance of responsibility and consequences of their behavior

Students will be aware of school and community resources designed to help them deal with behavioral/social, adjustment or personal problems.

- C. EVALUATION METHODS: Teacher, parent (and/or agency personnel) and other staff observations of students in different school situations

Analysis of students' school records (medical, test, cumulative, etc.)

Observation by other interested personnel (para-professional, unified art teacher, nurse, etc.)

Performance on standardized and informal testing

Meetings and conferences with school staff members

Evaluating the nature and frequency of student problems, anecdotal records, and school-wide suspensions

Child Abuse Information & Prevention Counseling/Signed by student

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Behavioral/social or adjustment problems

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Building level referrals to PPS which may result in identifying students in need of counseling	Non-handicapped students Grades 9-12	Instructional staff Administrators Parents (and/or agency personnel) may make referrals	Staff composed of: Administrator Teacher/Counselor Psychologist Speech Therapist	Sept-June
Committee of Special Education (CSE) referrals and reviews resulting in recommendations for counseling as a related service	Handicapped students Grades 9-12	CSE meets weekly or as needed for special sessions	Student's Teacher Other staff as appropriate	Weekly Sept-June as needed July-Aug
Teacher conference with parent (and/or agency personnel) and/or student	Students in Grades 9-12 identified as needing assistance/referral	Teacher and/or Administrator	PPS professionals as consultants	Sept-June
Individual counseling as a related service	Handicapped students Grade 9-12	District Teacher Counselor SW/Psychologist	Psychiatrist Teacher/Counselor	Sept-June
Group counseling for coping skills development	Students in Grades 9-12 identified as needing assistance/referral	SW/ Psychologist	Consultants Teacher Assistant	Sept-June as per IEP
Discussion of psycho-educational test results with student	Grades 9-12	Psychologist	Teacher Teacher Assistant	After selected testing
Transitional counseling ~discussion ~problem solving	Grades 9-12	SW/Psychologist Teacher Counselor	Teacher Assistant	Ongoing
Identify students in need of additional assistance or those at risk for substance abuse, suicide, etc.	Grades 9-12	Teacher Principal	Students Parents Community Agency	Ongoing

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL (CONT'D)

PROGRAM DESCRIPTION: Behavioral/social or adjustment problems

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Crisis Intervention	Grades 9-12	Administrators Psychologist	Teacher Teacher/Counselor Agencies	Ongoing
Observational assessments in classroom with follow-up consultation with the teacher.	Grades 9-12 Non-handicapped not subject to immediate referral to CSE, but who exhibit behavior or adjustment problems.	Psychologist CSE Chairperson	Counselor Teachers	Sept-June as needed
Trauma History - Sanctuary Model Identification of the ways the student's trauma history influences behavior	Grades 9-12	Guidance Counselor SW/Psychologist	Teachers/staff Administration	As per individual students arrival

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Encourage parental (and/or agency personnel) involvement

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A. TARGET POPULATION: Parents (and/or agency personnel) of students in Grades 3-8

B. EXPECTED OUTCOME: Parents (and/or agency personnel) will become aware of the various programs and services offered by the school.

Parents (and/or agency personnel) will understand and participate in the elementary and middle school programs.

C. EVALUATION METHODS: Teacher/Principal/Staff observation and feedback

Attendance at P.A. meetings as appropriate; district meetings; parent (and/or agency personnel) teacher conferences; workshops; assemblies

Participation in parent (and/or agency personnel), teacher, counselor and CSE meetings

Utilization and follow-up recommendations

Active parental (and/or agency personnel) participation in school functions, i.e., special programs

Responses to school communications

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Encourage parental (and/or agency personnel) involvement

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ACTIVITIES	TARGE GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
District's correspondence	Parent (and/or agency personnel) Grades 3-8	Administrators	Staff	Sept-June
District publications and correspondence (including district calendar, monthly newsletter)	Parent (and/or agency personnel) Grades 3-8	Administrators	Staff	Ongoing
Open House Showcase for Learning	Parent (and/or agency personnel) Grades 3-8	Administrators	Staff	Oct-April Spring
Parents (and/or agency personnel) and teacher conferences	Parent (and/or agency personnel) Grades 3-8	Teachers Grades 3-8 Support Staff	Administrators	Twice yearly as requested
Teleconferences	Parent (and/or agency personnel) Grades 3-8	Teachers	Administrators	As needed
Orientation meeting	Parent (and/or agency personnel) Grades 3-8	District teacher Counselor	Administrators	Ongoing
Orientation to progress reports	Parent (and/or agency personnel) Grades 3-8	Teachers Grades 3-8	Administrators	Ongoing
IEP conference	Parent (and/or agency personnel) Grades 3-8	Parent (and/or agency personnel) Grades 3-8	Administrators Counselor	Sept-June

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Encourage parental (and/or agency personnel) involvement

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- A. TARGET POPULATION: Parents (and/or agency personnel) of students in Grades 9-12
- B. EXPECTED OUTCOME: Parents (and/or agency personnel) will be informed about educational and occupational opportunities, requirements and guidance services available to them and their children and will be participating in these programs.
- Parents (and/or agency personnel) will develop more realistic perceptions of their children's needs and potential regarding their academic and career plans.
- Parents (and/or agency personnel) will become aware of the various programs and services offered by the school.
- Parents (and/or agency personnel) will become acquainted with their rights and responsibilities in respect to their children's educational process.
- C. EVALUATION METHODS: Parents (and/or agency personnel) feedback to counselor, staff and administrators.
- Participation in parent (and/or agency personnel), teacher, counselor and CSE meetings.
- Active parental (and/or agency personnel) participation in school functions, i.e., special programs.
- Responses to school communications.

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Encourage parental (and/or agency personnel) involvement

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
District's correspondence	Parent (and/or agency personnel) Grades 9-12	Administrators	Staff	Sept-June
District publications and correspondence (including district calendar, monthly newsletter)	Parent (and/or agency personnel) Grades 9-12	Administrators	Staff	Ongoing
Open House	Parent (and/or agency personnel) Grades 9-12	Administrators	Staff	Oct-April
Parent (and/or agency personnel) and teacher conferences	Parent (and/or agency personnel) Grades 9-12	Teachers Grades 9-12 Support Staff	Administrators	Twice yearly as requested
Teleconferences	Parent (and/or agency personnel) Grades 9-12	Teachers	Administrators	As needed
Orientation meeting	Parent (and/or agency personnel) Grades 9-12	District teacher Counselor	Administrators	Ongoing
Orientation to progress reports	Parent (and/or agency personnel) Grades 9-12	Teachers Grades 9-12	Administrators	Ongoing
IEP conference	Parent (and/or agency personnel) Grades 9-12	Teacher	Administrators Counselor	Sept-June
Substance abuse counseling	Parents (and/or agency personnel) involved in or potentially involved in substance abuse	Counselor	Consultants	Sept-June
Counseling for parents (and/or agency personnel) of special needs students	Parents (and/or agency personnel) of Special Education students Grades 9-12	Counselor, formal meetings each year as needed	Administrators Consultant Parent advocate	Sept-June

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL (CONT'D)

PROGRAM DESCRIPTION: Encourage parental (and/or agency personnel) involvement

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Orientation with parent (and/or agency personnel) to explain high school curriculum	Parents (and/or agency personnel) Grades 9-12	Administrators	Printed curriculum Materials	Spring/Fall
On-going communication to inform parents (and/or agency personnel) of requirements and encourage their involvement	Parents (and/or agency personnel) Grades 9-12	Counselor	District calendar, program of studies	Sept-June

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Child sexual abuse prevention

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A. TARGET POPULATION: Grades 3-8

B. EXPECTED OUTCOME: Students will:

- Recognize sexual abuse
- Recognize (uncomfortable" feelings and touches as a warning sign
- Understand that their bodies are their own and that they can decide who touches them
- Know that they can leave an uncomfortable situation
- Believe it is not their fault if someone tries to trick or trap them into touches they don't like
- Be able to tell someone what has happened to them and will persist in telling until someone believes and helps them

Teachers will:

- Understand what constitutes child sexual abuse
- Recognize the possible behavioral indicators of sexual abuse
- Know reporting procedures
- Know their legal responsibilities for reporting sexual abuse
- Know the elements of an effective presentation "style" when presenting/sexual abuse prevention to children
- Know how to handle disclosure

Parents (and/or agency personnel) will:

- Understand basic information concerning the sexual abuse of children
- Be able to use the basic prevention concepts to talk to their children about sexual abuse
- Increase their level of comfort in talking to their children about sexual abuse
- Be prepared to follow up the school program with their children

C. EVALUATION METHODS: Teacher/parent (and/or agency personnel) evaluation forms based on formal presentation provided by professional trainers.
Student self-reports
Child Abuse Information & Prevention Counseling/signed by student

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

PROGRAM DESCRIPTION: Child sexual abuse prevention

ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Teacher in-service, including showing of video such as "Good Touches, Bad Touches"	District Staff	SW/Psychologist Administrators	Administrators	Fall
Letter to parent (and/or agency personnel)	Parents (and/or agency personnel) Grades 3-8	Administrators Distribute in school	Administrators	Fall
Presentation to parents (and/or agency personnel) including showing of video	Parents (and/or agency personnel) Grades 3-8	Administrators	Administrators	Fall
In-class awareness program using video and curriculum materials	Health classes Grades 3-8	Health Teacher Counselor Teachers	Administrators	Fall
Team meetings for feedback and recommendations	Teacher Parent Advocate (and/or agency personnel)	Counselor	Administrators	Monthly
Child Abuse Information & Prevention Counseling (Your Personal Safety at Little Flower)	Grades 3-8 & Grades 9-12	SW/Psychologist Students will receive counseling and sign form acknowledging counseling. Form shall be placed in student's record binder-main office	Guidance Counselor Administrations Teachers	Upon arrival

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Annual review of progress with students

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- A. TARGET POPULATION: Grades 9-12
- B. EXPECTED OUTCOME: Students will demonstrate an understanding of their current academic status, achievement, educational requirements and possible career goals.

Students will develop in-school and out-of-school plans

Students will demonstrate an understanding of their own abilities and interests as they relate to future courses and possible career interests.
- C. EVALUATION METHODS: Teacher and parent (and/or agency personnel) feedback

Counselor observation

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - HIGH SCHOOL

PROGRAM DESCRIPTION: Annual review of progress with students

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ACTIVITIES	TARGET GROUP OR SUB-GROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
All students will have at least three conferences with the guidance counselor to review educational status (grades, units) and their test scores and to develop tentative schedule for the following school year.	Grades 9-12	Counselor	Cumulative folder Guidance folder for Grades 9-12 (career educational materials)	Sept-June Due to transitory nature of students

DISTRICT NAME: Little Flower Union Free School District

GUIDANCE PLAN - ELEMENTARY/MIDDLE SCHOOL

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ANNUAL REVIEW PROCEDURE:

By the end of the school year, the administrators and staff will jointly review the current Guidance Plan for the upcoming year. The Guidance Planning Committee will make recommendations for revisions to the administrators because of a formative review in June. The committee will then present the plan for review to the School Principal and Superintendent of Schools for final approval by the Board of Education.

Guidance Planning Committee:

Michelle Fuentes	Guidance Counselor
Jessica Frost	School Psychologist
Roger Foster	Social Worker
Kathleen Reilly	School Psychologist
Robert Scappatore	Principal and/or
Dr. Harold Dean	Superintendent

LITTLE FLOWER UNION FREE SCHOOL DISTRICT
EDUCATIONAL PLANNING AND CAREER PLANNING CHECKLIST

STUDENT: _____

GRADE: _____

COUNSELOR: _____

DATE: _____

ACADEMICALLY:

_____ This pupil is maintaining A & B averages and strives to improve

_____ This pupil is earning passing grades but has potential to improve academically

_____ This pupil is not doing as well as expected and may be "at risk"

_____ This pupil would accept academic assistance if offered __Yes __No

CAREER PLANNING:

_____ This pupil is seeking opportunities for relevant experiences and information for identified career options

_____ This pupil understands and can identify suitable career options

_____ This pupil is concerned about identifying career interests and abilities

_____ This pupil would accept career exploration and planning assistance if offered __Yes __No

Student Signature

Counselor Signature

Date of Review

**LITTLE FLOWER UNION FREE SCHOOL DISTRICT
STUDENT SELF ACADEMIC ASSESSMENT**

STUDENT: _____

GRADE: _____

COUNSELOR: _____

DATE: _____

1. When given the time to work independently, do you start work straight away and use your time wisely?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

2. Do you care about getting good grades?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

3. Do you have the correct things for your lesson (i.e., books, pens, pencils, rulers, gym sneakers, etc.)?
Fall Term Always Sometimes Never
Spring Term Always Sometimes` Never

4. When given homework do you complete it and turn it in?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

5. When you do not understand something, do you:
a.) think hard about it before asking for help?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never
b.) keep asking until you have sorted it out (rather than deciding it does not matter and just skip over it?)
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

6. When you get your test marks, how well do you go over them?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

7. Do you make sensible comments about the work you like, dislike or want to do?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never

8. Are you helpful to others and able to work properly with others (share equipment)?
Fall Term Always Sometimes Never
Spring Term Always Sometimes Never