





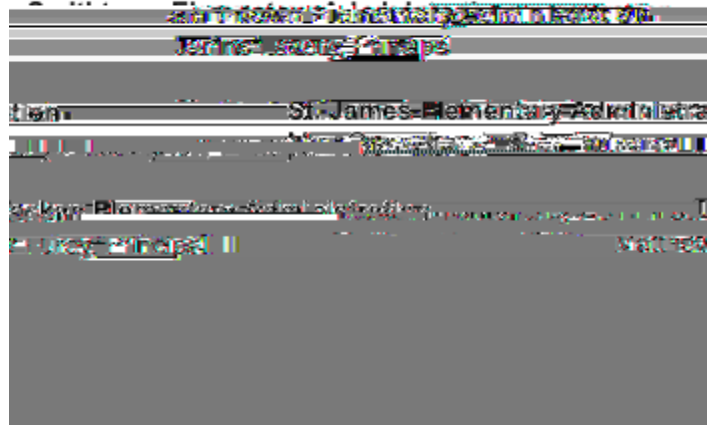
Daniel McCabe, Principal  
Derek Solomon, Assistant Principal

Timothy Hellmuth, Principal

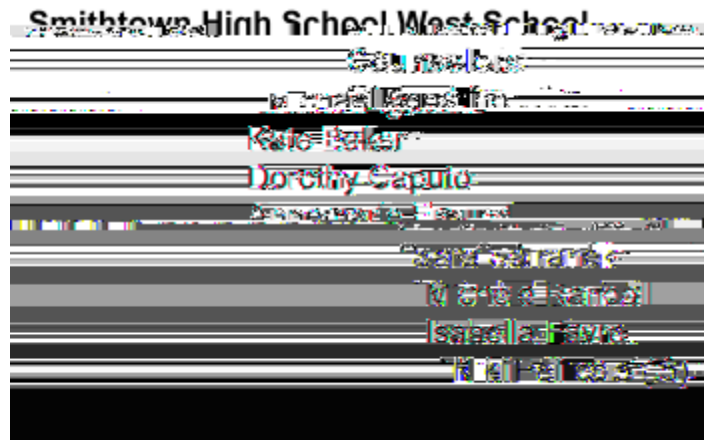
Renee Carpenter, Principal

Ireen Westrack, Principal

Joe Ierano, Principal



Brian Alemaghides  
Kelly Brouthers  
Diane Giannico  
Krista LaPresti  
Karen Schmalz  
Robert Woods  
Niki Pelliccio  
(.5)



Emily Bootle  
Gabrielle Martin  
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Jennifer Harnett  
Melissa Johnson

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The Smithtown Central School District serves an area composed of six villages located in Suffolk County, about 50 miles east of New York City. The district includes seven elementary schools, three middle schools and two high schools. Smithtown High School East and Smithtown High School West are accredited by the New York State Board of Regents.

The Smithtown Central School District believes United States citizens of the 21st Century who possess a system of core values will function effectively as independent individuals in our democratic society. We believe that all stakeholders of the District should embody and model these traits in their daily endeavors.

*empathy – Possessing the ability to understand others*  
*productivity – Working cooperatively with others in a creative manner*  
*integrity – Conducting an honorable lifestyle*  
*curiosity – Developing a passion for learning*

Through its comprehensive educational program Smithtown School District strives to provide each child with the academic skills and knowledge base required for his/her maximum educational development, the opportunity for each child to develop his/her individual potential, and special services to promote his/her physical, mental, and emotional development.

The ultimate goal of the District is to develop resilient adults who possess the confidence to lead a life of purpose.

\*Due to the COVID-19 pandemic, the delivery method of the comprehensive plan may be shifted to a virtual format as needed to reduce the risk of spreading the infectious disease.



As defined by the American School Counselor Association, “professional school

students to participate effectively in their current and future educational programs as



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.





To assist students who exhibit attendance problems.

1. Students will attend class on time and regularly as a result of intervention services provided, and parents will cooperate with the school to ensure the regular attendance of their children.

1. Imu

To assist students who exhibit academic problems.

1. Students will improve classroom work and homework.
2. Students' report card grades will improve.

1. Improvement of students' classroom work and homework will be assessed by classroom teacher.
2. Improvement in report card grades will be noted on trimester report cards.

|   |  |  |            |
|---|--|--|------------|
|   |  |  |            |
| Parent Teacher Conferences  | Students identified as struggling academically in grades K-5 | Classroom Teachers, Reading Teachers, AIS Staff and Special Education Teachers | As needed  |
| Instructional Support Team Meetings and RTI                         | Students identified as struggling academically in grades K-5 | Instructional Support Team Service Providers                                   | Weekly     |
| Student Teacher Conferences   | Students identified as struggling academically in grades K-5 | Classroom Teachers   | As needed  |
| Referral to the Committee on Special Education (CSE) for Evaluation | Referred students  | Instructional Support Team<br>Parents<br>CSE Members                           | As needed  |
| RTI Support Services  | Identified students  | Classroom Teacher,<br>Reading Teachers, Service Providers                      | Continuous |

: To assist students who exhibit behavioral or adjustment problems.

1. Students will demonstrate improved behavior.
2. Students will demonstrate improved adjustment to school.
3. Students will demonstrate development of positive peer relationships.

1. Improved student behavior will be assessed by the reduction of reported disciplinary incidents.
2. Improved student adjustment to school will be noted by the classroom teacher and school staff through observation of improved academic, social, emotional and behavioral performance.
3. Improved peer relationships will be noted by the classroom and special area teachers.

|   |  |  |                       |
|---|--|--|-----------------------|
| Classroom instruction regarding appropriate school behavior   | Students in grades K-5                                 | Classroom Teachers<br>School Counselor   | On-going              |
| Assemblies/Student Meetings regarding behavior, anti-bullying, etc.   | Students in grades K-5                                 | Principal, Social Worker, Psychologist, School Counselor, Cultural Arts Programs | As needed<br>On-going |
| Leadership Programs (e.g. Leader in Me, Peaceful Bus, Safety Patrol, Student Council, Happiness Project, Social-Emotional Learning, etc.) | Students in grades K-5 with an emphasis on 5th graders | Classroom Teachers, Co-Curricular Club Advisors, Principal                       | On-going              |
| Student-Teacher Conferences   | Students exhibiting behavioral or adjustment problems  | Classroom Teachers, Principal, Nurse, Aides, Social Worker, Psychologist         | As needed             |
| Teacher/Parent/Principal Conferences  | Students exhibiting behavioral or adjustment problems  | Classroom Teachers, Principal  | As needed             |
| Instructional Support Team (IST)  | Students exhibiting behavioral or adjustment problems  | Instructional Support Team Members   | As needed             |

: To educate students concerning personal safety

1. Students will be able to recognize potentially dangerous situations, including

: To encourage and increase parental involvement and participation.

1. Parents/guardians will be made aware of educational goals and programs established for their children.
2. Parent volunteers will volunteer to assist in classrooms, on field trips and at PTA-sponsored functions and events.
3. Attendance at Meet-the-Teacher Nights, Parent Workshops, and other planned activities.
4. Parental involvement in school and district-wide committees.

1. Parental awareness and support of programs and goals will be assessed by parental feedback and attendance at events.

|  |   |   |                         |
|--|---|---|-------------------------|
| Parent-School Compact  | Parents of Title 1 students in grades K-5 | Principal, Classroom Teachers, Service Providers      | Annually                |
| Parent Workshops and Parent University   | Parents of students in grades K-5         | Principal, School Counselor, Teachers, Central Office | On-going                |
| Home-School Communication (e.g. report cards, calendars, newsletters, flyers, Virtual Backpack, School Messenger automated calls and email blasts, etc.) | Parents of students in grades K-5         | All staff, Principal, Central Office                  | On-going                |
| Shared Decision Making Committee (and other building and district committees such as Health and Wellness)  | Select parent volunteers in grades K-5    | Shared Decision Making Committee Members              | On-going                |
| Parent-Teacher Conferences   | Parents of students in grades K-5         | Classroom Teachers, Service Providers                 | On-going                |
| Kindergarten Orientation   | Parents of incoming kindergarten students | Principal, Kindergarten Teachers and Support Staff    | Spring                  |
| Meet-the-Teacher Nights  | Parents of students in grades K-5         | All Teachers and Principal                            | Fall                    |
| PTA-sponsored functions and events (Book Fair, Holiday Boutique, School Photos, Blood Drives, PTA meetings, etc.)  | Parents of students in grades K-5         | Principal, teachers and staff                         | On-going throughout K-5 |



To orient parents and students to Middle School

Grades 5-6

1. Parents and students will gain a better understanding of the Middle School environment and curriculum.
2. Parents and students will meet faculty and administration.

:

1. Attendance
2. Questions/feedback from parents/students.

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| 1. 5 <sup>th</sup> grade orientation program includes an explanation of the middle school schedule, school hours, academic courses, elective classes, lockers, building tours, school lunch and co-curricular activities | All 5 <sup>th</sup> grade students                 | Spring |
| 2. 5 <sup>th</sup> graders will visit middle school classrooms and spend time with present 6 <sup>th</sup> grade teachers  | All 5 <sup>th</sup> grade students                 | Spring |
| 3. Small groups presentations with parents to discuss middle school curriculum, homework, grading system and co-curricular program   | Parents of incoming 6 <sup>th</sup> grade students | Spring |
| 4. Individual meetings with parents to discuss middle school curriculum, homework, grading system and co-curricular program  | Parents of incoming 6 <sup>th</sup> grade students | Spring |
| 5. Evening program presentation to review schedule, school hours, academic courses, electives, lockers, building tours, school lunch and co-curricular program   | Parents of incoming 6 <sup>th</sup> grade students | Spring |

A. Advisory assistance to help students whose academic performance is below expectations

Students in grades 6-8

1. Students' academic performance will improve.
2. Students' work/study habits will improve.
3. Students' academic achievement will improve.

Review of progress reports every five weeks.  
Review of report card

|   |   |                                 |
|---|---|---------------------------------|
| 1. Mid-quarter student/counselor Progress Report conference                         | Underachieving and failing students     | Mid-marking period each quarter |
| 2. Quarterly student/counselor Report Card conference                               | Underachieving and failing students     | Quarterly and as needed         |
| 3. Academic Case Conference presented at weekly Instructional Support Team meetings | Underachieving and failing students     | As needed throughout the year   |
| 4. Team Conference with student's teachers  | Students not meeting class expectations | Quarterly and as needed         |
| 5. Team/Parent Meeting with student's parents and teachers                          | Students not meeting class expectations | As needed                       |
| 6. Student cumulative file review   | Underachieving and failing students     | As needed                       |
| 7. Peer Tutoring Program  | Students in need of academic support    | On-going and as needed          |
| 8. Individual Counseling  | Students in need of academic support    | On-going and as needed          |
| 9. Weekly progress reports  | Underachieving and failing students     | As needed                       |
| 10. Initiate supportive academic services – extra help, AIS                         | Failing students                        | As needed                       |
| 11. Support services team conference  | Failing students                        |                                 |

A.

To help prepare students for the



- A. Individual or group counseling to enable students to benefit from the curriculum
  - B. Students in grades 6-8
  - C.
    - a. Students will be able to plan and progress in educational programs appropriate to their abilities and interest.
    - b. Students will be aware of stereotypical thinking and inaccurate self-assessments, which may cause problems related to their educational program planning and achievements.
    - c. Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
1. Review of student progress report cards
  2. Review of student report cards

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| 1. Individual counseling with students to review present and future programs             | All students grades 6-8                   | On-going  |
| 2. Group guidance on program planning  | All 8 <sup>th</sup> grade students        | Winter    |
| 3. Group counseling topics: improving academic achievement, future planning, self-esteem | Identified students<br>Grades 6-8         | As needed |
| 4. Individual or small group counseling on students' programs and future plans           | All students grades 6-8<br>as appropriate | On-going  |

- A. Individual or group counseling to help students who exhibit academic problems
- B. Any students, grades 6-8, who are failing at least one academic class
- C.
  - a. Students will learn to utilize support systems appropriate to their academic problems.
  - b. Students who choose to participate in group counseling will show improvement in their grades.
  - c. Students who choose to participate in individual counseling will show improvement in their grades.
- D.
  - 1. Review of progress reports every five weeks
  - 2. Review of quarterly report cards

|  |                                   |                     |
|--|-----------------------------------|---------------------|
| 1. Group counseling academic services  | Identified students grades 6-8    | On-going, as needed |
| 2. Group and individual counseling: how to study, time management, test taking skills, etc.      | Identified students in grades 6-8 | On-going, as needed |
| 3. Individual counseling on possible causes of academic problem                                  | Identified students in grades 6-8 | On-going            |
| 4. Individual counseling with parent and student for purpose of remediation and/or intervention. | Identified students in grades 6-8 | On-going            |
| 5. Referral to Instructional Support Team  | Identified students in grades 6-8 | On-going            |
| 6. Commun i.   |                                   |                     |

A. Advisory assistance to help students who exhibit attendance problems

interventions



Advisory assistance to help students who exhibit behavioral or adjustment problems

Students in grades 6-8

- a. Students with behavioral or adjustment problems will be able to describe some of the possible consequences of their actions.
- b. Students with adjustment problems will be able to describe possible ways of resolving their difficulties.
- c. Students with behavioral or adjustment problems will, after meeting with counselors, elect to participate in individual or group counseling to attempt to resolve their difficulties.

D.

1. Number of mediations conducted
2. Number of referrals

A. Instruction to help students identify current interests and how they relate to various careers

A. Students in grades 7

B.

- a. Students will be able to identify their three main interest areas (John Holland Code) and how they relate to course selection and careers.
- b. Students will be able to identify personal values and how they relate to selecting a career.
- c. Students will be able to identify and use career resources.

1. Pre-Post surveys re: career awareness/development
2. How often is the information accessed after initial 7







5. Online scheduling process

All students grade 8-11

Mid-Year

|   |                                  |      |
|---|----------------------------------|------|
| 3. Freshman evening guidance program "Welcome Freshmen/Transition to High School"   | All parents and students grade 9 | Fall |
| 4. Group meeting with high school counselor to discuss adjustment to high school, expectations, clubs, sports, extra help, AIS and role of the school counselor | All students grade 9             | Fall |

A. Individual counseling to assist students in the areas of academics, social relationships, career goals, personal issues and post- secondary planning

Students in grades 9-12

1. Students adjustment to high school will improve.
2. Students will become aware of their academic strengths and weaknesses.
3. Students will identify and appropriately verbalize changes in feelings and behavior.

1. Review of electronic grade book and report card
2. Student/Parent surveys

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|---|---------------------------------|---------------------|
| 1. Individual counseling with students to review present and future goals, academic strengths and weaknesses              | All students grades 9-12        | On-going            |
| 2. Individual counseling in relationship to self-esteem, behavior, relationships, social issues and personal issues       | All students grades 9-12        | On-going            |
| 3. Individual counseling in relationship to post-secondary planning, employment, military options and the college process | All students grades 9-12        | On-going            |
| 4. Crisis intervention assistance   | Identified students grades 9-12 | On-going            |
| 5. Contact with admission counselors, coaches, outside agencies, doctors, therapists and county organizations             | Identified students grades 9-12 | On-going            |
| 6. At risk students who are referred by teachers, administration & other school personnel.                                | Identified students grades 9-12 | On-going, as needed |

Advisory assistance to enable students to benefit from the course offerings at the high school

Students in grades 8-12

1. Students will be aware of the graduation requirements for diploma designations.
2. Students will be knowledgeable in regard to high school course offerings.

1. Attendance at orientation & evening presentations
2. Course Selections (% scheduled)
3. Parent Surveys

|                                     |                      |      |
|-------------------------------------|----------------------|------|
|                                     |                      |      |
| 1. Orientation program for students | All students grade 9 | Fall |



|  |                                       |              |
|--|---------------------------------------|--------------|
| 2. Grade level evening presentations   | All students & parents<br>grades 9-11 | Fall, Spring |
| 3. Course selection group meetings<br>for upcoming school year                                     | All students grades 8-11              | Winter       |
| 4. Information posted on guidance<br>website   | All students grades 8-12              | On-going     |
| 5. Automated phone calls/emails<br>regarding scheduling information and<br>graduation requirements | All students grades 8-12              | On-going     |

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|--|---------------------------------|---------------|
| 2. Group scheduling meeting to select electives, review course placements and review graduation requirements   | All students grades 8-11        | Winter        |
| 3. Online scheduling/course placement information reviewed by students and parents with access to make changes to elective selections for a limited time | All students grades 8-11        | Winter        |
| 4. Review of course selections by counselors and directors with adjustments made as needed   | All students grades 8-11        | Winter        |
| 5. Input of requests into scheduling program   | All students grades 8-11        | Winter/Spring |
| 6. Counselor review of scheduling conflicts  | Identified students grades 8-11 | Spring        |
| 7. Resolution of conflicts   | Identified students grades 8-11 | Spring        |
| 8. Schedule available to be viewed online by parents and students  | All students grades 8-11        | Spring        |
| 9. Rescheduling of courses for students who have failed courses  | Identified students grades 9-12 | Spring, fall  |
| 10. Review of records and updating of transcripts for Out of District, Alternative School, Home Instruction students and Summer School                   | Identified students grades 9-12 | On-going      |
| 11. Review of records, final grades and completion of credit checks to chart graduation progress and designation of diploma type                         | All students grades 9-12        | On-going      |

A. To help students and parents understand the college application process

Students in grades 9-12

1. Students will be aware of post-secondary and educational opportunities appropriate to their interests, abilities and goals.
  2. Students will be prepared to participate effectively in the college application process.
- 
1. Number of students registered for on-site admissions
  2. Number of students registering on NCAA Website
  3. Number of parents attending evening presentations
  4. Number of students taking advantage of scholarship opportunities



3. Students and parents will gain a better understanding of the interpretation of scoring for the college admission exams and resources available for preparation purposes.

1. Number of students registered for PSAT, SAT, ACT, SAT Subject tests
2. Number of Junior conferences conducted
3. Number of parents attending Evening Program on: College Admission Testing
4. Survey feedback from Evening Program

|  |                                    |          |
|--|------------------------------------|----------|
|  |                                    |          |
| 1. Evening guidance presentations  | All students & parents grades 9-11 | Fall     |
| 2. Automated phone calls/emails in regard to PSAT, SAT, Subject tests, and AP exam information and registration  | All students grades 10-12          | On-going |
| 3. PSAT registration and automated phone calls/emails from guidance office   | All students grades 10 and 11      | Fall     |
| 4. Guidance website information on college admissions tests  | All students grades 9-12           | On-going |
| 5. Junior conference meeting – review of PSAT results and discussion of timeline for future testing as well as resource information  | All students grade 11              | Spring   |
| 6. Automated phone calls/emails and mailings to parents of declassified and 504 students regarding testing accommodations for PSAT, SAT, ACT, SAT Subject tests and AP exams | Identified students grades 9-11    | On-going |

A. To assist students with scholarship opportunities

Students in grades 9-12

1. Parents and students will be informed of scholarship opportunities offered through the high school, as well as some private organizations and colleges.

- :
1. Number of students who applied for scholarships(Naviance)
  2. Number of students receiving scholarship monies on On-site Days

|  |                              |          |
|--|------------------------------|----------|
| 1. Scholarship Bulletin available on Naviance and on website                                     | All students grade 12        | On-going |
| 2. Junior Awards/Scholarships  | All students grade 11        | On-going |
| 3. Discuss Scholarship opportunities at Junior Conference and available on guidance website      | All students grades 9-12     | On-going |
| 4. Evening guidance presentations - scholarship search programs discussed                        | All students grades 9-12     | On-going |
| 5. Individual meetings with students and parents to discuss scholarship opportunities, as needed | All students grades 9-12     | On-going |
| 6. Awards night – dissemination of scholarships to senior students                               | Identified students grade 12 | Spring   |
| 7. College representative visits - discussion of scholarships available at individual colleges   | All students grades 11-12    | Fall     |
| 8. Mini-College Day  | All students grades 10-12    |          |







## Students in grades 9-12

1. Students will be able to discuss consequences of their actions.
2. Students will be able to discuss problem solving options.
3. Students will be able to discuss alternative ways of dealing with problem situations.

1. Decrease in log entries
2. Decrease in suspensions
3. Decrease in AFY/PINS referrals
4. Decrease in parent meetings re: discipline

|  |                                 |          |
|--|---------------------------------|----------|
| 1. Counselor/student meeting to discuss concerns   | Identified students grades 9-12 | On-going |
| 2. Referral to IST meeting                         | Identified students grades 9-12 | On-going |
| 3. Parents/student/counselor/administrator meeting | Identified students grades 9-12 | On-going |
| 4. Referral to and liaison with outside agencies   | Identified students grades 9-12 | On-going |
| 5. Referral to AFY (Alternative for Youth)         | Identified students grades 9-12 | On-going |
| 6. At risk counseling                              | Identified students grades 9-12 | On-going |

## Students in grades 9-12

1. Students will be able to conduct career research related to their personal interests
2. Students will explore high school course offerings related to career interests.

1. 2 yr. vs. 4 yr. College data
2. Post Grad survey
3. Career interest inventory assessment

- |   |                       |      |
|---|-----------------------|------|
| 1. Freshman orientation meeting with counselor in group setting   | All students grade 9  | Fall |
| 2. Career exploration assessment with counselor; exploration of related high school curriculum in small group setting | All students grade 10 |      |

|   |                                 |               |
|---|---------------------------------|---------------|
| 10. Grade level evening presentation with overview of college and career exploration programs                                   | All students grades 9-11        | On-going      |
| 11. On-site college representative and military personnel small group meetings; presentation of career options and alternatives | All students grades 11-12       | Fall          |
| 12. PSAT testing and dissemination of results including career assessment information   | All students grades 10-11       | Fall          |
| 13. Mini-College Day program  | All students grades 10-12       | Fall/Spring   |
| 14. Student aid program   | All students grades 9-12        | On-going      |
| 15. Career resources posted on guidance website   | All students grades 9-12        | On-going      |
| 16. Transitional planning – review of vocational assessment and future goals at annual review                                   | Identified students grades 9-12 | Winter/Spring |
| 17. Evening College Fair  | All students grades 11          | Spring        |
| 18. On-site Application Days  | All students grade 12           | Fall          |

A. To encourage parental involvement with the high school faculty and staff

Students in grades 9-12

1. Parents will understand the services available to them.
2. Parents will have the opportunity to plan their child's high school curriculum.
3. Parents will attend junior conference
4. Parents will participate in steps to remediate academic and behavioral concerns
5. Parents will participate in post-secondary planning for their child.

1. Attendance at day/evening parent programs
2. Number of parents logging onto parent portal, Naviance and guidance website.
3. Survey feedback

|  |                                    |                  |
|--|------------------------------------|------------------|
|  |                                    |                  |
| 1. Evening guidance presentations  | All students & parents grades 9-12 | On-going         |
| 2. Phone contact/parent conferences regarding student progress, academics, course placement, schedule changes, attendance or behavioral concerns | All students & parents grades 9-12 | On-going         |
| 3. Back to School Night  | All parents grades 9-12            | Fall             |
| 4. Review electronic grade book Progress/Report cards  | All students & parents grades 9-12 | On-going         |
| 5. Information posted on guidance website  | All students & parents grades 9-12 | On-going         |
| 6. Online scheduling access for parents  | All parents grades 9-12            | On-going         |
| 7. Orientation meetings or programs for new entrants   | All students grades 9-12           | Fall when needed |



A. To provide financial planning information and support for parents  
admitted to the program and their family members.

