

# Spencer – Van Etten Central School District Guidance Program

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## Spencer Van-Etten Central School District K-12 Comprehensive Developmental Guidance Program 2021 – 2022

### A. INTRODUCTION

1. The Spencer Van-Etten Central School District is a rural community located in the Southern Tier of New York between Elmira and Ithaca. Minority enrollment is 3% of the student body, and 59% of our students are considered economically disadvantaged. The average student to teacher ratio is 11:1. The district currently serves 890 students from Tioga, Chemung, Schuyler and Tompkins County. The school district's graduation rate of 90-100% has increased from 80-84% over five school years. There is a strong agricultural and clean energy influence in the area. Spencer – Van Etten has great pride in our sports teams, as well as our art, music, and agricultural education programs.

### 2. Board of Education:

- Vision: Together We Achieve Excellence Beyond Expectations
- Mission: We Promote Pride, Inspire Growth & Foster Innovation
- District Goals:
  1. S-VE will invest in and support social-emotional well-being, academic growth and community through meaningful connections.
  2. S-VE will cultivate creative, problem solving and future-ready citizens through rich experiences and positive partnerships.
  3. S-VE will increase awareness, interest and involvement by encouraging collaborative efforts to develop school spirit and community pride.

### 3. K-12 Counseling Program Overview

- Elementary School: The counseling team consists of a social worker, school nurse, mental health worker, school psychologist, dean of students, principal, and access to district school counselors. Supports include individual counseling, crisis intervention, PBIS and MTSS, career exploration activities, small group counseling, social skills groups, community partnership programs and mental health counseling through community and county agencies. Social emotional curriculum is provided to students through push in psychoeducational lessons in classrooms as well as through school wide assemblies with researched based programs and guest speakers.
- Middle School: The counseling team consists of a school counselor, social worker, school psychologist, school nurse, county mental health worker, principal, and dean of students. Supports include PBIS, crisis intervention, group and individual counseling, mental health screening and counseling through community and county agencies, career exploration activities, community service components, academic counsel, and family support.
- High School: The counseling team consists of two school counselors, school psychologist, principal, assistant principal, county mental health worker and a social worker. Supports include individual counseling, crisis intervention, individual academic counseling, career exploration activities and post-secondary education preparation, mental health counseling, family support, screening and consultation, and referrals.

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## 4. Department members and administrators

- Erica Sparks, High School Counselor
- Marjorie McKinery, High School Counselor
- Daniel Craven, Middle School Counselor
- Monica Lejedal, Middle School Social Worker
- Michael Lejedal, Elementary School Social Worker
- Mary-Lou Hartman, High School Social Worker GST BOCES
- TJ Anderson, School Psychologist
- Kecia Nicholson, School Psychologist GST BOCES
- Tioga County Mental Health Team
- Melissa Jewell, High School Principal
- Beth Ebel-Ruocco, High School Assistant Principal
- Rebecca Gentile, Middle School Principal
- Matt Stroup, Elementary School Principal
- Christina Lampila, Director of Instructional Support
- Diahann Hesler, Superintendent

## 5. Advisory Council:

- The Advisory Council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling program and advising on the implementation of the plan. Membership shall be comprised of representative stakeholders within the district.
- Membership may include:
  - i. District School Counselors
  - ii. District Social Workers
  - iii. Administration
  - iv. School Board Member
  - v. Community Members
  - vi. Classroom Teacher
  - vii. Student Liaison

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## B. FOUNDATION/MANAGEMENT:

### 1. School Counseling Program

- a. **Vision:** All Spencer – Van Etten students are college and career ready, utilizing their own personal skills, talents, and interests to achieve their future aspirations. SVE students have compassion and understanding for self and others, and the ability to develop and maintain healthy relationships. Upon graduation, all students have fostered a growth mindset that enables them to develop in all areas of intelligence and remain lifelong learners.
- b. **Mission:** The mission of the Spencer – Van Etten school counseling team is to provide a comprehensive, research based, and data driven program that is accessible to all students. The content provided promotes pride, inspires growth and fosters innovation in all students. The counseling program cultivates creative, problem solving and future-ready citizens through rich experiences, meaningful connections, and positive relationships. There is a shared collaborative goal to provide all students with the opportunity to achieve their maximum potential.
- c. **High School Goals**
  - i. Improve the chronic absenteeism rate by 18.5%, from 22.1% to 18%.
  - ii. Increase the percent of 9<sup>th</sup> grade students that earn more than 70% of their credits by 10%, from 79% to 87%.
  - iii. Increase student engagement by reducing the amount of discipline referrals by 10%, from 517 to 467.
  - iv. 100% of students will graduate with a set career plan in progress.
- d. **Middle School Goals**
  - i. Have at least 10% of students participate in a job shadowing experience, increasing from 4 students to 24.
  - ii. Increase the attendance rate during career exploration day by 3.9%, from 88.35% to 92%
  - iii. Increase the percentage of students who score higher than 50 in all courses by 10%.
  - iv. Increase student engagement by reducing the amount of discipline referrals by 10%, from 710 to 639.
- e. **Elementary School Goals**
  - i. Improve the chronic absenteeism rate by 36%, from 8.7% to 6%.
  - ii. Increase student engagement by reducing office/planning room referrals for Disrespect and Disruption of Education to less than 20 per month, from 22+ per month.
  - iii. 100% of elementary students are exposed to mood meter lessons to increase emotional awareness and vocabulary as a step toward self-regulation.
  - iv. In order to build knowledge of the community resources and opportunities, 100% of elementary grade levels will participate in community service projects
- f. **Goal Analysis (*Appendix C*)**

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## 2. Student standards:

- i. ASCA Student Mindsets and Behaviors (*Appendix A*)
- ii. NYSED Career Development and Occupational Studies Standards (*Appendix B*)

## 3. School counselor professional standards

- i. ASCA Professional School Counselor Competencies
  - a. To review the full document, please visit <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ii. ASCA Ethical Standards
  - a. To review the full document, please visit <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- iii. Professional Development Plan
  - a. District school counselors will participate in annual district level professional development days, as well as participate in the Regional School Counselor Summit through GST BOCES. Counselors will attend the New York State School Counselor Association Conference every three years. Counselors are evaluated bi-annually by administration utilizing the Danielson APPR Rubric for school counselors.

## C. DELIVERY/ACCOUNTABILITY:

1. Included below is the program map which lists our program services and includes the objective of the service, what staff and resources must be used to complete the service, and how we will assess the effectiveness of the service. Additionally, all services are mapped to their related NYSED regulations, as well as the ASCA Student Standards: Mindsets and Behaviors for Student Success set forth by the American School Counselor Association.
2. Curriculum, services, and activities included within the comprehensive developmental guidance program will be evaluated on an annual basis by the counseling department as well as the advisory council through data review and analysis. Additionally, school data will continue to be reviewed on an annual basis to identify any needs within the district that can be addressed through the school guidance program.
3. Spencer – Van Etten Central School District guidance program map:

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Delivery		Foundation			Management	Accountability
Grade	Program Activity or Service	NYSED Regulation	ASCA Mindsets	Program Objective	Staff & Resources	Assessment
K - 4	Coping Skills Group	(i.3), (i.5), (i.6)	M1; M2; M3; BSM2; BSM3; BSM6; BSM7; BSM8; BSS8; BLS1; BLS4	Students will develop the necessary coping skills to be successful in school	School counselors; school social worker;	Attendance data; pre and post testing
K - 4	Good Touch, Bad Touch classroom presentations	(i.7)	M1; SMS1; BSM9; BSS3; BSS8; BSS9	Students will recognize and understand appropriate and inappropriate touching, and how to respond to an unsafe interaction	School social worker; Good Touch, Bad Touch curriculum	Student discipline data; pre and post testing
K - 4	PsychoEducational Classroom Presentations; Triune Brain, Deep Breathing Exercises, Positive Self-talk and Growth Mindset Thinking, Class Competencies	(i.1), (i.2), (i.3), (1.4), (i.4), (i.5), (i.6)	BLS4; BLS5; BLS8; BLS9; BLS10; BSS5	Students will develop healthy habits and strategies that promote and foster growth	School counselor; school social worker	Achievement data; pre and post testing
K - 8	Social Skills Groups and Classroom Instruction	(i.3), (i.4), (i.5), (i.6), (ii.4.4), (ii.4.5)	M1; M2; M3; M6; BSM4; BSS4	Students will develop empathy, compassion, understand differences, and navigate social interactions appropriately.	School counselor; school social worker; Social Skills 7 at School curriculum; 7 Habits of Highly Effective Teens	Discipline data; pre and post testing
K - 8	Positive Behavior Intervention and Supports	(ii.4), (ii.4.2), (ii.4.4), (ii.4.5)	M1-6; BLS1-10; BSM1-10; BSS1-9	Students will understand the expectations in school and will display appropriate behaviors	PBIS Coordinator; every staff member; GST BOCES PBIS team;	Discipline data; attendance data; achievement data
K - 12	IEP & 504 meetings; Psychoeducational Evaluations	(ii.2), (ii.4.7), (ii.4.3), (ii.4.4), (ii.4.5), (ii.4.6)	M2; BSM5; BSM6; BLS6	Students will understand their strengths and weaknesses, will develop short and long term goals, and create a plan to achieve goals	Members of the Committee on Special Education	Achievement data relative to each student's academic plan
K - 12	Crisis Intervention	(ii.4.2), (ii.4.4), (ii.4.5)	BSS2; BSS3; BSS6; BSS8; BSS9	Students will be safe, will support each other appropriately, will self advocate, and will be aware of available resources.	School counselors; school social worker; school psychologist; mental health counselors; administration; law enforcement	Building and community resource referral data
K - 12	Individual counseling, consultation, collaboration, and referrals to outside agencies	(i.3), (1.4), (i.4), (i.5), (i.6), (i.7), (i.8), (ii.4.1), (ii.4.2), (ii.4.3), (ii.4.4), (ii.4.5), (ii.4.6), (ii.4.7)	M1-6; BLS1-10; BSM1-10; BSS1-9	Students will be able to self manage and seek appropriate resources when needed	School counselors; school social worker; school psychologist; mental health counselors; administration; law enforcement	Building and community resource referral data
K - 12	Career Education, including: field trips, presentations, guest speakers, and collaborative opportunities	(i.2), (ii.2), (ii.3), (ii.4.6)	M3; M4; M5; M6; BLS4; BLS7; BLS8; BSS3; BSS7; BSS9	Students will be able to identify interests and build long term career goals	School counselors; Career Development Council; community partners	Data on number of presenters and career experiences, and number in attendance

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<i>Delivery</i>		<i>Foundation</i>			<i>Management</i>	<i>Accountability</i>
Grade	Program Activity or Service	NYSED Regulation	ASCA Mindsets	Program Objective	Staff & Resources	Assessment
K-12	Parent Workshops; Junior Parent Night, Senior Financial Aid Night, Middle School Future Fairs, Elementary Parent Coping Skills Workshops	(ii.4.5), (ii.4.6), (ii.4.7)	M1-6; BLS1-10; BSM1-10; BSS1-9	Parents will be active participants in their students' educational plans.	School counselors; school social worker; parents; presentation materials	Data on number of workshops and number of those in attendance
4	The Care & Keeping of YOU Girls Group	(i.7)	M1; M2; M3; M6; BSM4; BSS4	Female students will understand feminine hygiene and personal care	School social worker; The Care and Keeping of YOU curriculum	Pre and post testing
5	Brainology and Growth Mindset	(ii.4.1), (ii.4.7)	M1; M2; M6; BLS4; BLS6; BLS8; BLS10; BSM7;	Students will develop positive self talk, understand growth mindset, and incorporate these philosophies into every day living	School counselor; Brainology software; mindset portfolios	Achievement data; pre and post testing
6	Lions Quest	(ii.3)	BLS2; BLS3; BLS9; BSM10	Students will develop critical thinking skills to make informed decisions on social and environmental issues in their immediate community.	School counselor; school social worker; 6th grade teachers; Lion's Quest Curriculum	Achievement data; pre and post testing
7	Council to Council peer support group	(ii.4), (ii.4.4)	M2; M3; BLS2; BSM1; BSM2; BSM7; BSS1; BSS4	Students will develop compassion and empathy for each other, will share concerns and frustrations about school issues, and will develop problem solving skills	School counselor and teacher assistant	Reflection statements and feedback from participants
8	8th Grade Transition Meetings / High School Planning / Four Year Plan	(ii.2), (ii.3), (ii.4.2), (ii.4.3), (ii.4.5), (ii.4.6)	BSM10; BLS1; BLS6-10	Students will transition effectively from middle school to high school.	School counselors; four year plan worksheets	9th grade achievement, attendance, and discipline data; four year plan data
5 - 8	Advisory groups	(ii.4), (ii.4.4), (ii.4.5)	M4; M5; BLS3; BSM1; BSM2	Students will learn time management and conflict resolution skills, and understand their own pathway to success	School counselor; school social worker	Work completion data; achievement data
7 - 8	Content focus groups	(ii.4), (ii.4.3), (ii.4.4)	BSS4; BSS5; BSS6	Students will develop a greater and more appropriate understanding of sensitive content	School counselor; Second Step curriculum	Discipline data (historical trends)
9	Freshman Seminar; Study Skills, SCOIR, Resume Workshop, Interest Inventory	(ii.3), (ii.4.3), (ii.4.5)	M2; M6; BLS3; BLS4; BSM4	Students will learn the necessary skills and resources to be a successful high school student, and be exposed to career exploration resources	School counselors; SCOIR; computers; transcripts	9th grade achievement, attendance, and discipline data; SCOIR data

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<i>Delivery</i>		<i>Foundation</i>			<i>Management</i>	<i>Accountability</i>
<b>Grade</b>	<b>Program Activity or Service</b>	<b>NYSED Regulation</b>	<b>ASCA Mindsets</b>	<b>Program Objective</b>	<b>Staff &amp; Resources</b>	<b>Assessment</b>
10	Sophomore Career Planning Unit	(ii.3), (ii.4.6)	M4; BLS5; BLS7; BSM4; BSM5	Students will learn various resources to research and explore careers, and the necessary steps to acquire a job	School counselors; SCOIR; computers; 10th grade English teacher; career unit curriculum	Pre and post testing; number of complete cover letters; SCOIR data; career event signups
11	Junior planning class session	(ii.3)	M4; M5; BSM8; BSM10; BLS7	Students will understand what to look for in their post secondary goals	School counselors; computers	SCOIR data; college event signups; career event signups
12	Senior post-secondary planning class and individual post-secondary planning meetings	(ii.3), (ii.4.3), (ii.4.5), (ii.4.6)	M4; M5; BSM8; BSM10; BLS7	All seniors will have develop a solid career plan and engage in the initial step of the process.	School counselors; computers; CommonApp	College application data; FAFSA completion data; job application data; resume data; college event signups; career event signups
6 - 12	Annual individual progress review plans, reflecting student's educational progress and career plans	(ii.2), (ii.4.3), (ii.4.5), (ii.4.6), (ii.4.7)	M1-6; BLS1-10; BSM1-10; BSS1-9	Students will all have an appropriate educational and career plan	School counselors; computers; student records; parents	Percentage of students who have developed an academic plan with their counselor
7 - 12	Career Development Council (CDC) coordination; Career Shadows, Career Panels	(ii.3), (ii.4.6)	M4; M5; BSM8; BSM10; BLS7; BSS3	Students will engage in opportunities to understand the world of work	School counselors; Career Development Council; parents; community partners	Career Development Council data report
9 - 12	Advisory	(ii.3), (ii.4.5)	M1-6; BLS1-10; BSM1-10; BSS1-9	Students will make peer and staff connections	Advisory team; all faculty; monthly advisory materials	Attendance data; achievement data; discipline data
9 - 12	Guidance Workshops; FAFSA, College Apps, PSAT results review, resume development, creating a college list, Transfer Student Check In	(ii.3), (ii.4.1), (ii.4.2), (ii.4.3), (ii.4.4), (ii.4.5), (ii.4.6), (ii.4.7)	M1-6; BLS1-10; BSM1-10; BSS1-9	Students will receive targeted instruction based on need in order to make informed decisions on their future	School counselors; community partners; computers; materials as needed	Data on number of workshops and number of those in attendance; individual workshop data

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## Appendix A: ASCA Student Mindsets and Behaviors

### The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



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## Appendix B: NYSED Career Development and Occupational Studies Standards

**STANDARD 1: Career Development** - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**1.1** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

**STANDARD 2: Integrated Learning** - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**2.1** Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

**STANDARD 3a: Universal Foundation Skills** - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**3a.1 Basic skills** include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

**3a.2 Thinking skills** lead to problem solving, experimenting and focused observation and allow the application of knowledge to new and unfamiliar situations.

**3a.3 Personal qualities** generally include competence in self-management and the ability to plan, organize, and take independent action.

**3a.4 Positive interpersonal qualities** lead to teamwork and cooperation in large and small groups in family, social, and work situations.

**3a.5 Technology** is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

**3a.6 Information management** focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

**3a.7 Using resources** includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

**3a.8 Systems skills** include the understanding of and ability to work within natural and constructed systems.

**STANDARD 3b: Career Majors** - 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 postsecondary programs.

**B/IS Business/Information Systems:** Core, Specialized, and Experiential

**HS Health Services:** Core, Specialized, and Experiential

**E/T Engineering/Technologies:** Core, Specialized, and Experiential

**HPS Human and Public Services:** Core, Specialized, and Experiential

**NAS Natural and Agricultural Sciences:** Core, Specialized, and Experiential

**AIH Arts/Humanities:** Core, Specialized, and Experiential

Adapted from <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

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## Appendix C: 20-21 Data Analysis

### High School Goals

1. Improve the chronic absenteeism rate by 18.5%, from 22.1% to 18%
  - a. 18-19: 22.1% chronic absenteeism rate
  - b. 19-20: 21.1% chronic absenteeism rate (through March 2020)
  - c. 20-21: 49.8% chronic absenteeism rate (through June 2021)
    - i. RESULT 19-20: Improved by 4.5%, from 22.1% to 21.1% through March '20
    - ii. **RESULT 20-21: Absenteeism rate increased by 125%, from 22.1% to 49.8% through June '21**
2. Increase the percent of 9<sup>th</sup> grade students that earn more than 70% of their credits by 10%, from 79% to 87%.
  - a. 18-19: 79% earn more than 70% of their credits  $72 - 15 = 57$
  - b. 19-20: 89% earn more than 70% of their credits  $68 - 7 = 61$  (based upon Y-T-D through MP4 in-process failing averages for 2+ classes)
  - c. 20-21: 68% earn more than 70% of their credits  $70 - 22 = 48$  (based upon Y-T-D through MP5 in-process failing averages for 2+ classes)
    - i. RESULT 19-20: 12.6% increase in percent of students earning 70% or more of their credits.
    - ii. **RESULT 20-21: 13.9% decrease in percent of students earning 70% or more of their credits.**
3. Increase student engagement by reducing the amount of discipline referrals by 10%, from 517 to 467.
  - a. 18-19: 517 referrals; 329 through March, 466 through May
  - b. 19-20: 295 referrals through 03-13-20
  - c. 20-21: 141 referrals through 06-03-21
    - i. RESULT 19-20: 10.3% decrease using data through March '20 and March '19.
    - ii. **RESULT 20-21: 10.3% decrease using data through May '21 and May '19**
4. 100% of students will graduate with a set career plan in progress.

### Middle School Goals

1. Have at least 10% of students participate in a job shadowing experience, increasing from 3 students to 24.
  - a. 18-19: 3 of 266 students participated in a job shadowing experience.
  - b. 19-20: 4 of 241 students participated in a job shadowing experience.
  - c. 20-21: No data due to COVID
    - i. **RESULT 19-20: 1 additional student participated in a job shadow experience in 19-20**
    - ii. **RESULT 20-21: N/A**
2. Increase the attendance rate during career exploration day by 4.1%, from 88.35% to 92%
  - a. 18-19: 88.35% attendance on career day (March 7)
  - b. 19-20: 90.04% attendance on career day (March 12)
  - c. 20-21: No data due to Covid
    - i. **RESULT 19-20: 1.9% increase**
    - ii. **RESULT 20-21: N/A**
3. Increase the percentage of students who score higher than 50 in all courses by 10%.
  - a. 18-19: 8 out of 266 students with final average of 50 in any course - 3%
  - b. 19-20: 5 out of 241 students with final average of 50 in any course (in-process course averages of 50% or less through MP4) - 2%
  - c. 20-21: 32 out of 218 students with final average of 50 in any course (in-process course averages of 50% or less through MP5) - 14.6%
    - i. RESULT 19-20: 37.5% decrease using data of in process marks through March.
    - ii. **RESULT 20-21: 386% increase using data of in process marks through May.**

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4. Increase student engagement by reducing the amount of discipline referrals by 10%, from 710 to 639.
  - a. 18-19: 710 referrals; 479 referrals through March, 659 through May
  - b. 19-20: 493 referrals
  - c. 20-21: 164 referrals
    - i. RESULT 19-20: 3% increase using data of in process referrals through March.
    - ii. **RESULT 20-21: 75% decrease using data of in process referrals through May.**

## Elementary School Goals

1. Improve the chronic absenteeism rate by 31%, from 8.7% to 6%.
  - a. 20-21: 14.7% chronically absent
    - i. **RESULT 20-21: 68.9% increase in the chronic absenteeism rate**
2. Increase student engagement by reducing office/planning room referrals for Disrespect and Disruption of Education to less than 20 per month, from 22+ per month.
  - a. 20-21: No month had more than 17 referrals. Total of 34 referrals for the year for Disrespect and Disruption of Education through the month of May, for an average of 3.7 per month
    - i. **RESULT 20-21: Goal Met**
3. 100% of elementary students are exposed to mood meter lessons to increase emotional awareness and vocabulary as a step toward self-regulation.
  - a. 20-21: All students introduced to mood meter through classroom lessons.
    - i. **RESULT 20-21: Goal Met**
4. In order to build knowledge of the community resources and opportunities, 100% of elementary grade levels will participate in community service projects.
  - a. 20-21: 2nd grade students all participated, all other grades levels cancelled due to COVID, 20% of building.
    - i. **RESULT 20-21: N/A**