

Vestal Central School District Counseling and Guidance Program Overview

Vestal Central School District
201 Main Street, Vestal, NY 13850

September 2017

Counseling and Guidance Vision

The Vestal Counseling and Guidance Department believes that every student is unique and capable of becoming a critical thinker, lifelong learner, and contributing citizen in our global society. Our K – 12 program focuses on maximizing student achievement by addressing the academic, personal/social and career development needs of all students. Partnering with students, teachers, families, and the community provides counselors with the unique ability to address the complicated issues that impact students' lives and their academic performance.

Counseling and Guidance Staff

Vestal High School, 607-757-2214

Katy E. Jablonowski, School Counselor 9 – 12
kejablonowski@vestal.k12.ny.us

Rebecca M. Martino, School Counselor 9 – 12
rmmartino@vestal.k12.ny.us

Christi H. Smith, School Counselor 9 – 12
chsmith@vestal.k12.ny.us

Judy J. St. John, School Counselor 9 – 12
jjstjohn@vestal.k12.ny.us

Merryl E. Wallach, Pupil Services Specialist
mewallach@vestal.k12.ny.us

Vestal Middle School, 607-757-2335

Howard A. Uhrlass, School Counselor 6 - 8
hauhrlass@vestal.k12.ny.us

Alyssa R. Williams, School Counselor 6 - 8
arwilliams@vestal.k12.ny.us

Vestal Elementary Schools

Colleen A. Ferratella, School Counselor K – 5
Clayton Avenue Elementary School
caferratella@vestal.k12.ny.us

Stephanie L. Mitsakos, School Counselor K – 5
Glenwood Elementary School
slmitsakos@vestal.k12.ny.us

Rhonda I. Ruhm, School Counselor K – 5
Tioga Hills Elementary School
riruhm@vestal.k12.ny.us

Lucinda L. Steele, School Counselor K – 5
African Road Elementary School
lsteele@vestal.k12.ny.us

Julia A. Tyson, School Counselor K – 5
Vestal Hills Elementary School
jatyson@vestal.k12.ny.us

Counseling and Guidance Department Chairperson

Christi H. Smith, chsmith@vestal.k12.ny.us

Philosophy

- The responsibility for nurturing the development of children is a collaborative effort. It involves parents, teachers, administrators, school counselors, and the community.
- All children need academic, career, and personal/social support throughout their educational career as they strive to become self-confident, healthy, responsible and productive citizens.
- Each child is unique and has special gifts, talents, and challenges. Every student has the capacity to learn and will excel given a supportive learning environment.
- School counselors promote an environment conducive to student success by fostering relationships with students and their families to help them reach their full potential. These positive relationships are maintained over time.
- The school counseling and guidance program is an essential and integral part of the overall education process.
- The school counseling and guidance program is comprehensive in scope, preventative in design, and developmental in nature. All students are served by the program.
- The school counseling and guidance program is based on national, state and local standards and is implemented by highly qualified, state-certified, master's-degree-level counselors.
- All counselors abide by the professional ethics of counseling and guidance as set forth by the American School Counseling Association.
- All counselors participate in regular professional development activities to maintain a quality counseling and guidance program.
- All counselors strive to be culturally competent and understand what cultural identifiers have shaped their own values and beliefs.

Delivery of Counseling and Guidance Services

Our counseling and guidance activities are driven by two sets of standards, the school counseling standards developed by the American School Counseling Association (ASCA) and the New York State Career Development and Occupational Studies (CDOS) standards. Ultimately, our goal is to ensure that all students K-12 are receiving instruction that delivers and meets these standards. The ASCA standards and a summary of the CDOS standards are included in Appendices A and B respectively.

Details of the Counseling and Guidance program at Vestal, designed to meet these standards, are broken out by modes of delivery, as listed below. A summary page organized by category of service is included in Appendix C.

Current Counseling and Guidance Activities (By Mode of Delivery)

- A. Annual Academic Planning (all grade levels, K – 12)
- B. Classroom Instruction delivered by School Counselor
 - a. Elementary
 - i. Bully Prevention Curriculum (K - 5)
 - ii. Conflict Resolution Program (K - 5)
 - iii. Personal Safety Curriculum (K - 5)
 - iv. Career Exploration (K – 5)
 - v. Academic Transition Planning (K, 5)
 - vi. Social Skills Development (K – 5)
 - vii. Healthy Decision Making (K – 5)
 - viii. Test Preparation (3, 4)
 - b. Middle School
 - i. Introduction to Counseling Services (6)
 - ii. Career Exploration (6 – 8)
 - iii. Decision Making (6 – 8)
 - iv. Learning Styles Analysis (7, 8)
 - v. College Awareness (8)
 - vi. Academic Transition Planning (8)
 - c. High School
 - i. Career Exploration (9,10)
 - ii. Making the College Decision (11)
 - iii. SAT/ACT preparation (11)
 - iv. College Success (12)
 - v. Financial Aid (12)

- C. Small-group Instruction/Counseling/Guidance Delivered to all Students
 - a. Elementary: Play groups (K, 1)
 - b. Middle School: N/A
 - c. High School:
 - i. Academic Planning (9 – 11)
 - ii. Career Planning (11)

- D. Small-group Instruction/Counseling/Guidance Delivered to Select Students
 - a. Elementary:
 - i. Family Transitions (K – 5)
 - ii. Social Skills (K – 5)
 - iii. Conflict Resolution (K – 5)
 - iv. Internet Safety (5)
 - v. Test-taking Skills (3, 4)
 - vi. Topics as needed (K – 5)
 - b. Middle School
 - i. Lunch Buddies (topics vary) (6 – 8)
 - ii. Personal Hygiene & Safety (6 – 8)
 - iii. Decision Making/Responsibility/Actions & Consequences (6 – 8)
 - iv. Social Skills (6 – 8)
 - v. Conflict Resolution (6 – 8)
 - vi. Leadership Groups (6, 8)
 - c. High School
 - i. Leadership Groups (9 – 12)
 - ii. Academic Support (9 – 12)
 - iii. Social Skills (9 – 12)
 - iv. Conflict Resolution (9 – 12)
 - v. Financial Aid for low-income students (11, 12)
 - vi. PSAT Follow-up (11)

- E. Testing/Assessment Interpretation and Analysis
 - a. Elementary (all grade levels)
 - i. RTI
 - ii. State Test Results
 - iii. Psychological Testing Results
 - b. Middle School (all grade levels)
 - i. RTI
 - ii. State Test Results
 - iii. Psychological Testing Results

- c. High School:
 - i. RTI (all grade levels)
 - ii. State Test Results (all grade levels)
 - iii. Psychological Testing Results (all grade levels)
 - iv. PSAT (10, 11)
 - v. SAT/ACT (11,12)

- F. Informational meetings for parents and students
 - a. Elementary: Kindergarten Orientation
 - b. Middle School
 - i. Fifth-grade Parent Night
 - ii. Sixth-grade Orientation (Parents and Students)
 - c. High School
 - i. College Information Night (12)
 - ii. Junior Parent Night (11)
 - iii. Eighth-grade Orientation
 - iv. Financial Aid Night (11, 12)

- G. Field Trips
 - a. Elementary: Fifth-grade visit to Vestal Middle School
 - b. Middle School: BOCES visit for select students
 - c. High School
 - i. Career Expo (10)
 - ii. BOCES Visitation (10)
 - iii. College Day (11, 12)
 - iv. College Visits (11)

- H. Large-group Presentations to Students
 - a. Elementary (all grade levels)
 - i. Character Education
 - ii. Bullying Prevention
 - iii. Civic Awareness
 - iv. Cultural Awareness
 - b. Middle School: Transition Planning
 - c. High School: N/A

- I. Individual Counseling/Guidance: All Levels
 - a. IEP Counseling
 - b. Personal Counseling
 - c. Crisis Counseling
 - d. Academic Counseling
 - e. Career Guidance
 - f. Agency Referrals

Program Evaluation

This plan is a working document that will require yearly review and evaluation based on our progress towards meeting the standards set out in Appendices A and B. Appendix D contains an assessment tool developed by NYSSCA (Guidance Plan Development document) which will serve as the basis for our annual program evaluation.

Appendix A

School Counselor Performance Standards

Resource: American School Counselor Association. (2003). The ASCA national model. ASCA: Alexandria, VA.

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators, and other relevant individuals.
- 4.3 The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

- 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

- 7.1 The professional school counselor meets with the advisory committee.
- 7.2 The professional school counselor reviews the school counseling program audit with the council.
- 7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

- 8.1 The professional school counselor uses school data to make decisions regarding students' choice of classes and special programs.
- 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- 8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

- 9.1 The professional school counselor is accountable for monitoring every student's progress.
- 9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
- 9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

- 10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
- 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff, and students.
- 10.3 The professional school counselor posts a weekly or monthly calendar.
- 10.4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

- 11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
- 11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
- 11.3 The professional school counselor knows how to collect process, perception, and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

- 12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
- 12.2 The professional school counselor shares the results of the program audit with the advisory council.
- 12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems-change agent.

- 13.1 The professional school counselor promotes academic success of every student.
- 13.2 The professional school counselor promotes equity and access for every student.
- 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.
- 13.4 The professional school counselor understands reform issues and works to close the achievement gap.
- 13.5 The professional school counselor collaborates with teachers, parents, and the community to promote academic success of students.
- 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.
- 13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Appendix B

Summary of the New York State Career Development and Occupational Standards (CDOS)

To earn the CDOS Learning Credential, the school must have documentation that the student demonstrated achievement of commencement level knowledge and skills relating to the CDOS learning standards in the areas of:

1. Career Development;
2. Integrated Learning; and
- 3a. Universal Foundation Skills.

(Students may, but would not be required to, also achieve competencies in career majors.)

Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

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. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).

2. Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.

3a. Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);

- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

3b. Career Majors: (Optional for this credential.) 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. The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:

- Business/Information Systems;
- Health Services;
- Engineering/Technologies;
- Human and Public Services;
- Natural and Agricultural Sciences; and
- Arts/Humanities.

The complete CDOS learning standards can be found at <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>. Guidance included on this website includes key ideas, performance indicators describing expectations for students and sample tasks suggesting evidence of progress toward the standards. The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards that provides information on the core content for each learning standard and career major, including teacher-developed classroom activities that help students achieve the CDOS learning standards (see <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>).

Appendix C

Summary of Counseling Services by Content Area

College/Careers	Personal/Social	Academic
Career Exploration (K-5)	Bullying-Prevention Curriculum (K-5)	Transition Planning (K, 5)
Career Exploration (6-8)	Conflict Resolution (k-12)	Test Preparation (3, 4)
Career Exploration (9, 10)	Personal Safety (K-5)	Academic Transition Planning (8)
Making College Decisions (11)	Social Skills Development (K-12)	College Awareness (8)
SAT/ACT Preparation (11)	Healthy Decision Making (K-5)	Decision-making Skills (6-8)
College Success (12)	Decision Making Skills (6-8)	Making College Decisions (11)
Financial Aid (12)	Play Groups (K, 1)	Academic Planning (9-11)
Career Planning (11)	Family Transitions (K-5)	Test Taking Skills (3,4)
	Internet Safety (5)	Academic Support (9-12)
PSAT Follow-up (11)	Personal Hygiene & Safety (6-8)	RTI (K-12)
College Information Night (12)	Lunch Buddies (6-8)	State Assessments (K-12)
Junior Parent Night (11)		Psychological Testing (K-12)
Financial Aid Night (11-12)	Leadership Groups (6-12)	PSAT/SAT/ACT Results (10-12)
Career Expo (10)	Character Education (K-5)	Fifth-grade Parent Night (5)
BOCES Visitation (10)	Fifth-grade Visit to MS (5)	Sixth-grade Orientation (6)
College Day (11-12)	Civic Awareness (K-5)	Eighth-grade Orientation (8)
Career Guidance (K-12)	Cultural Awareness (K-5)	BOCES Visitation (10)
College Visits (11)	IEP Counseling (K-12)	Academic Counseling (K-12)
	Personal Counseling (K-12)	
	Crisis Counseling (K-12)	
	Agency Referrals (K-12)	

Appendix D

NYSed REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT					
<i>1= None 2= Beginning 3= Developing 4= In Full Practice</i>	IMPLEMENTATION RATING	1	2	3	4
Each district shall have a guidance program for all students:					
(i) The K-6 school counseling program:					
(i.1) is designed in coordination with the teaching staff					
(i.2) prepares students to participate effectively in their current and future educational programs					
(i.3) includes interventions for students with attendance problems					
(i.4) includes interventions for students with academic problems					
(i.5) includes interventions for students with behavioral problems					
(i.6) includes interventions for students with adjustment problems					
(i.7) educates students concerning avoidance of child sexual abuse					
(i.8) encourages parental involvement					
(ii) The 7-12 school counseling program, delivered by school counselors with the assistance of teachers and other staff:					
(ii.1) includes the services of personnel certified or licensed as school counselors					
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor					
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills					
(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors					
(ii.4.1) enables students to benefit from the curriculum					
(ii.4.2) provides interventions for students with attendance problems					
(ii.4.3) provides interventions for students with academic problems					
(ii.4.4) provides interventions for students with behavioral problems					
(ii.4.5) provides interventions for students with adjustment problems					
(ii.4.6) provides advisement on developing & implementing postsecondary education and career plans					
(ii.4.7) encourages parental involvement					
(iii) The school district plan:					
(iii.1) is filed in district office and available for review by any individual					
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program					
(iii.2.2) includes activities to accomplish the objectives					
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives					
(iii.2.4) includes provisions for the annual assessment of program results					
(iii.3) is reviewed annually and revised as necessary					
Subscores	0	0	0	0	0
Total Score (highest possible is 100)					0