

**VALLEY STREAM UFSD #24**

**SCHOOL COUNSELING PLAN**

*(Formerly the Guidance Plan)*

**2016-17**

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# **VALLEY STREAM DISTRICT #24 MISSION STATEMENT, BELIEF STATEMENT, AND VISION**

## **DISTRICT MISSION STATEMENT**

The Mission of the Valley Stream School District Twenty-four is to create a learning environment that challenges each student to become a self-sufficient, cooperative, responsible, and contributing member of a global society and encourages each to achieve his/her highest potential.

## **DISTRICT BELIEF STATEMENT**

We believe that all children have a potential to learn. Their progress requires the district to be creative and maximize educational opportunities. We support excellence and innovative learning experiences in partnership with family and community.

## **DISTRICT VISION**

To accomplish this goal, the Board of Education is committed to employ, train, and support a staff that acts to achieve mastery and excellence in education. Our nurturing educational environment and the programs contained within will provide strategies, skills and resources necessary for children to become self-reliant, educated, and socially responsible citizens.

# ROLE OF COUNSELING STAFF

## **The role of the school psychologists and social workers:**

- To serve as an advocate for all students
- To counsel with students individually and in small groups
- To collaborate with School Guidance Staff (social workers and psychologists) in crisis intervention and responsive services
- To consult and collaborate with teachers, administrators, school support personnel, parents, and business, community agencies
- To participate in school meetings such as CSE and RTI meetings
- To create a partnership with parents that supports effective parenting skills, creates a positive learning environment at home, and encourages parent participation in the educational process
- To provide leadership in career development of all students
- To coordinate school activities that support school guidance and emotional literacy programs

# RATIONALE FOR THE SCHOOL COUNSELING PROGRAM

**A School Guidance Program is designed to support student achievement and growth in the areas of academic, personal/social emotional development, and career awareness. Each area is linked with specific activities, lesson plans, and counseling that promote and enhance the students' competencies in all three areas. The guidance program strives to meet the challenging and changing needs of the student population through evaluation of services offered and modifications for improvement. The program results are annually assessed.**

# NEW YORK STATE REGULATIONS

The School Guidance Program is defined by the New York State Education Department, as listed in Part 100 of the Commissioner's Regulations.

## j. Guidance Programs

### 1. Public schools.

Each school district shall have a guidance program for all students.

- i. **In grades K-6**, the program shall be designed in coordination with the teaching staff to prepare the students to participate effectively in their current and future educational programs, to help students who exhibit attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- ii. **In grades 7-12**, the guidance program shall include:
  - a. An annual review of student's educational progress and career plans
  - b. Instruction at each grade level to help students learn about careers
  - c. Other advisory and individual or group counseling assistance
  - d. The service of personnel certified or licensed as school counselors
- iii. **Each school district** shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan shall be filed in the district office and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school district, and revisions shall be made as necessary.

### 2. Nonpublic schools.

Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

<http://www.p12.nysed.gov/part100/pages/1002.html#j>

# VALLEY STREAM DISTRICT #24 GUIDANCE PLAN OBJECTIVES

## ASCA NATIONAL MODEL

*(AMERICAN SCHOOL COUNSELOR ASSOCIATION)*

### Academic Development

- 1. *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.***

Student competencies linked with this standard are:

- Articulate feelings of competence and confidence as learners
- Display a positive interest in learning
- Take pride in work and achievement
- Identify attitudes and behaviors that lead to successful learning
- Apply time management and task management skills
- Demonstrate how effort and persistence positively affect learning
- Use communication skills to know when and how to ask for help when needed
- Apply knowledge and learning styles to positively influence school performance
- Take responsibility for their actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Develop a broad range of interest and abilities
- Demonstrate dependability, productivity and initiative
- Share knowledge

**2. *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.***

Student competencies linked with this standard are:

- Demonstrate the motivation to achieve individual potential
- Learn and apply critical thinking skills
- Seek information and support from staff, family, and peers
- Use knowledge of learning styles to influence school performance
- Become independent learners

**3. *Students will understand the relationship of academics to the world of work and to life and home in the community.***

Student competencies linked with this standard are:

- Seek co-curricular and community experiences to enhance the school experience
- Understand how school success and academic achievement enhance future careers

### **Career Development**

**4. *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.***

Student competencies linked with this standard are:

- Develop an awareness of personal abilities, skills, interests, and motivations
- Learn how to interact and work cooperatively in teams
- Learn to make decisions
- Learn how to set goals
- Learn about traditional and non-traditional occupations

**5. *Students will employ strategies to achieve future career success and satisfaction.***

Student competencies linked with this standard are:

- Use research and information resources to learn about different careers

**6. *Students will understand the relationship between personal qualities, education and training, and the world of work.***

Student competencies linked with this standard are:

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- Learn how to use conflict management skills with peers and adults (RULER Social-Emotional Program, Taxi Dog SEL Program, Peer Mediation Program, Character Education Program)

**Personal and Social Development**

**7. *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.***

Student competencies linked with this standard are:

- Develop positive attitudes toward self as a unique and worthy person
- Identify values, attitudes, and beliefs
- Identify and express feelings ( RULER Program)
- Distinguish between appropriate and inappropriate behaviors (RULER Program, Character Education Program)
- Recognize personal boundaries
- Understand the need for self-control and how to practice it
- Demonstrate cooperative behaviors in groups
- Identify personal strengths and assets
- Respect other points of view
- Recognize, accept, respect and appreciate ethnic and cultural diversity
- Use effective communication
- Learn how to make and keep friends

**8. *Students will make decisions, set goals, and take necessary action to achieve goals.***

Student competencies linked with this standard are:

- Use a decision making and problem solving model ( RULER – Blueprint, Meta-Moment strategies)
- Understand consequences of decisions and choices
- Identify alternative solutions to problems
- Develop effective coping skills for dealing with problems (Meta-moment and Pause strategies)
- Know how to apply conflict resolution strategies ( Blueprint, Character Education Program strategies)
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision

**9. *Students will understand safety and survival skills.***

Student competencies linked with this standard are:

- Learn about the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights, and personal privacy
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict
- Learn coping skills for managing life events

(American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Program, Second Edition*. Alexandria, VA: Author.)

# **RESOURCES/ACTIVITIES TO ACCOMPLISH OBJECTIVES**

- **RULER Social Emotional Literacy Program (K-6)**
  - Class and Staff Charters
  - Blueprint Model
  - Meta-moment strategies
  - Mood Meter
  - Feeling Words Curriculum
- **Taxi Dog Social Emotional Literacy Program (Primary)**
  - Videos and lessons
  - Pause strategies
- **Character Education Program lessons (K-6)**
- **Peer Mediator Program (K-6)**
- **Buddy Bench Pilot Program (K-6)**
- **Counseling sessions** – individual and small group (administered by Psychologists and Social Workers)