

The Gilbertsville - Mount Upton Central School District Comprehensive School Counseling Plan:

Pk-12

This comprehensive model serves as GMU's effort to transform and assess the counseling program.

This model acts as a manual for all school and community members in clarifying the role of the school counselor.



2021-2022

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Mission

The mission of the Gilbertsville-Mount Upton Comprehensive School Counseling Program is to promote and enhance student learning using a trauma-sensistive approach. We support and advocate for student achievement in the areas of academic, career and personal/social growth. School counselors work with parents/guardians, educators and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students. We educate and prepare each student for college, career, and life.

The Gilbertsvill-Mount Upton Comprehensive School Counseling Department supports our districts mission to use an inclusive approach to cultivate confident individuals with the desire to take risks, value differences in others, experience new opportunities, and recognize potential within themselves.

Philosophy/Belief

As counselors of Gilbertsville-Mount Upton CSD we believe:

- *All students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- *All students are valued as individuals.
- *All students have a right to, and will benefit from, a comprehensive school counseling program that is culturally and developmentally appropriate.
- *Students, with their parents/guardians, are responsible for monitoring their educational progress, assisted by the professional school counselor.

In addition, counselors:

- *Help students recognize their learning strengths, areas for growth and their potential.
- *Coordinate activities and programs that support the academic mission of the school.
- *Utilize the strengths of parents/guardians and the community and serve as liaisons between parents/guardians and the community and school.
- *Participate in on-going programs and professional development that enhance their skills and knowledge.

Counselors Role

Among the skills that characterize a school counselor, the following are considered essential:

- *Counseling: School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
- *Consultation: School counselors acting as consultants can help parents/guardians, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
- *Coordination of Services: School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
- *Leadership: School counselors seek to make schools a welcoming learning community where all students can achieve academic, career and personal/social success.
- *Advocacy: School counselors are advocates for all students.

*Teaming and Collaboration: Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.

*Use of Data: Data provides a method to determine the impact of a school counseling program on students' success and student climate.

*Use of Technology: School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- Are based on data-informed decision making
- Are delivered to all students systematically
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Close achievement and opportunity gaps
- Result in improved student achievement, attendance, and discipline
-

Excerpt from the ASCA National Model Executive Summary

(<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/ANMExecutiveSummary-4.pdf>)

ASCA-Role of the School Counselor

(<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/RoleStatement.pdf>)

Benefits of a Comprehensive School Counseling Program

Comprehensive school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

*Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
- Connects the educational program to future success.
- Ensures student access to the school counseling program.
- Promotes a rigorous academic curriculum for every student.
- Supports development of skills to increase student success.
- Ensures equitable access to educational opportunities.
- Monitors data to facilitate student improvement.

- Fosters advocacy for students.
- Facilitates career exploration and development.

*Benefits for Parents/Guardians:

- Prepares their children for the challenges of the 21st century through academic, career and personal/social development.
- Provides supports for parents/guardians in advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parents/guardians and school interactions.
- Provides trainings and informational workshops.

*Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals.
- Positively impacts school climate and the learning community.
- Supports classroom instruction.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Provides for a system for co-facilitation of classroom guidance lessons.
- Encourages positive, calendared activities and supportive working relationships.
- Analyzes data to improve school climate and student achievement.

*Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system.
- Provides direct services to every student.
- Provides a tool for program management and accountability.
- Recognizes the school counselors as leaders, advocates, and change agents.
- Ensures the school counseling programs are actively contributing to the school's mission.

*Benefits for Administrators:

- Aligns the school counseling program with the school's mission.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Provides a proactive school counseling curriculum addressing the student's needs and enhancing school climate.
- Uses data to jointly develop school counseling goals and school counselor responsibilities.

-Demonstrates school counseling accountability.

*Benefits for Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Informs the community about the school counseling program.
- Provides data about improved student success.
- Demonstrates the necessity of appropriate levels of funding for implementation.

*Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships.
- Maximizes collaborative teaming to ensure individual student success.
- Uses school counseling program data to maximize benefit to individual student growth.

*Benefits for the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Creates community awareness and visibility of the school counseling program.
- Connects the community to the needs of the school and the school to the needs of the community.
- Enhances economic development through quality preparation of students for the world of work.

(Adapted from the New York State School Counselor Association (2005) The New York State Model for Comprehensive K-12 School Counseling Programs. Leicester, NY)

Gilbertsville-Mount Upton Central School Counseling Department Delivery System

School counselors deliver services in four areas: school counseling curriculum, individual student planning, responsive services, and system support.

School Counseling Curriculum:

Classroom Instruction (in-person and virtual); Interdisciplinary activities; Group activities

Individual Student Planning:

Individual or small group evaluation of students' abilities, interests, skills, and achievement; Individual or small group advisement involving students and parents/guardians in planning students' academic programs that meet their needs; individual or small group review of students' personal goals and future plans.

Responsive Services:

Consultation; Individual and small group counseling; Crisis counseling/response; Peer mediation; Referrals

System Support:

Professional Development; Consultation/Collaboration/Teaming; Program management and operation; Program promotion

Student Mindsets and Behaviors: PK-12 Standards

Knowledge, skills, and attitudes students need to achieve academic success, college, and career readiness and social/emotional development; School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential.

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

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

Category 1: Mindset Standards 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. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Mindsets:

M 3: Sense of belonging in the school environment

Pk-6**7&8****9-12**

PK-Kindergarten Bridging	Middle School Orientation	High School Planning Night
Soaring Eagles Monthly Awards	Junior Carnival	Senior of the Month
Work Ethic Awards	Safety Patrol	Junior Carnival
Morning Raiders	Student Clubs	Student Clubs
Safety Patrol	GMU Athletics	GMU Athletics
Student's Need Assessment Separated by Grade Cohorts; CFES District-Wide Mentoring; Systems of Care School Climate Survey		

M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success

Pk-6**7&8****9-12**

Career Planning Exploration Lessons	Career Exploration Field Trips	Holland Code (REASEC) Test
Career Fair	NYS Career Folders	Classroom lessons for college applications/scholarships
Holland Code (REASEC) Test	Career Fair	ASVAB/PSAT/SAT/ACT/Pre-ACT
Career Exploration Field Trips	Naviance	Student Leadership Workshops
NYS Career Folders	Holland Code (REASEC) Test	Career Fair
		Naviance

Behavior:

B-LS 7: Learning Strategies: Identify long- and short-term academic, career and social/emotional goals

Pk-6**7&8****9-12**

NYS Career Folders	NYS Career Folders	Individual Academic Planning Meetings
Classroom instruction	BOCES Roadshow (8 th Grade)	NYS Career Folders
Career Fair	Individual Academic Planning Meetings	BOCES Roadshow (10 th Grade)
	Career Fair	Career Fair
Counseling (Individual and group); Collaboration/Consultation; DASA		

B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Pk-6

7&8

9-12

Classroom and small group instruction	Classroom and small group instruction	Classroom and small group instruction
Individual counseling	Individual counseling	Individual counseling
Character Education	Student Leadership Workshops	Student Leadership Workshops
CSE and CST Meetings		

B-SS 8: Demonstrate advocacy skills and ability to asset self, when necessary

Pk-6

7&8

9-12

Small group counseling (based on needs)	Peer mediation	Peer mediation
Classroom and small group instruction	Individual and small group counseling (based on needs)	Individual and small group counseling (based on needs)
Personal safety presentations	Referrals	Referrals
Character Education	Classroom and small group instruction	Leadership Club

ASCA School Counselor Professional Standards & Competencies | Professional Foundation:

B-PF 1. Apply developmental, learning, counseling, and education theories.

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

B-PF 3. Apply legal and ethical principles of the school counseling profession

B-PF 4. Apply school counseling professional standards and competencies

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities

B-PF 7. Demonstrate leadership through development and implementation of a school counseling program

B-PF 8. Demonstrate advocacy for a school counseling program

B-PF 9. Create systemic change through the implementation of a school counseling program

American School Counselor Association (2019). *ASCA School Counselor Professional Standards & Competencies*. Alexandria, VA: Author.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and Social-Emotional development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

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

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education & training and the world of work.

Social - Emotional Development

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Development & Occupational Standards (CDOS)

Adopted by New York State, three main learning standards of which students will learn and demonstrate skills in career and occupational areas. 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:

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. 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>).

Standard 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.

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

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.

Summary of Counseling and Guidance Program Services Available by Content Area

Academic Development	Career Development	Social/Emotional Development
Transition Development	Career Awareness and Exploration (PK-12)	Bullying Prevention (PK-12)
Decision Making Skills	BOCES Visitation (8, 10)	Conflict Resolution & Peer Mediation (PK-12)
RTI (K-12)	College Visits (7-12)	IEP Counseling (PK-12)
Psychological Testing (K-12)	CFES (PK-12)	Individual and Small Group Counseling (PK-12)
BOCES Visitation (8, 10)	Naviance (7-12)	Crisis Counseling (PK-12)
Academic Counseling (K-12)	Careers 7, Careers 8, Career Exploration [Courses for 7 th , 8 th , and 12 th Grade]	Agency Referrals [School Based Health Clinic, Otsego County Mental Health Department, Private Agencies, DSS, System of Care Grant]
Annual Individual Progress Review Planning (6-12)	Work Study Opportunities (Juniors & Seniors)	Zone of Regulation Curriculum (PreK-6)
Annual Career Planning (PK-12)	Child Study Team (CST) Involvement	Child Study Team (CST) Involvement
CFES (District-wide PK-12)	Career Fair (PK-12)	Circle Forward-Restorative Practices Curriculum (PreK-12)
Scheduling (6-12)	Career/Employer Field Trip Visits (PK-12)	Systems of Care School Climate Survey (MS/HS)
8 th Grade Parent Night	Holland Code (REASEC) Test	
Child Study Team (CST) Involvement		

Updates for the 2021-2022 School Year (Due to the continued COVID-19 public health emergency)

- Counseling staff will provide additional resources and referrals to address mental health, emotional/social support, and behavioral needs. Referrals include Otsego County Mental Health Clinic, Bassett Healthcare - School Based Health Social Worker in-district, System of Care Social Worker (in-district), Mobile Crisis Assessment Team (MCAT), DSS Preventive Services.
- Counseling staff will provide support/resources/outreach for students and families as needed and for those at-risk.
- Counseling staff will collaborate and communicate daily with teachers and staff regarding student concerns (ranging from attendance, classroom behaviors, social/emotional difficulties, engagement, etc.).

General Plan Updates for the 2021-2022 School Year

- Counseling staff have adopted the Circle Forward curriculum which focuses on building a restorative school community supporting student's social/emotional development.
- Counseling staff will use the Zone of Regulation curriculum (PreK-6) to support student's social/emotional development. The Zone of Regulation is designed to foster self-regulation and emotional control.
- Counseling staff will administer the Holland Code (REASEC) Test to students. The Holland Code refer to John Holland's six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. According to Holland's Theory of Career Choice, choosing work or an education program environment that matches, or is similar to your personality, will most likely lead to success and satisfaction. School counseling staff will use the data provided by the Holland Code (REASEC) test to support career exploration with students.
- GMU faculty/administration/staff and middle school/high school students will complete the Systems of Care School Climate Survey. This survey helps to provide schools with useful information for needs assessment, program development, and program evaluation. The survey will provide information regarding programs for promoting social and emotional competencies and preventing bullying and other behavior problems.