



Shelter Island School District

Shelter Island School District Pre K - 12 Comprehensive School Counseling Program District Guidance Plan 2019-2020

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District Overview

Shelter Island School is located 100 miles east of New York City, Shelter Island is a rural haven of 8,000 acres between the North and South Forks of Long Island. Deep water harbors, beautiful beaches, sailing, and golfing are some attractions of this oasis where one-third of the island is protected by the Nature Conservancy. Access to the island is by car ferry from Greenport on the North Fork and North Haven on the South Fork. The population of the island fluctuates between approximately 2,200 year-round residents to as many as 10,000 residents during the summer season. A self-reliant spirit is emblematic of island life. In addition, the Shelter Island Educational Foundation, the local Chamber of Commerce, Lions Club and the 10K Run Community Fund enhance the community and support our students, the school, and its programs.

We are a PreK-12 school with an enrollment of 205 students housed within one building. The average class size is 16 with a student –teacher ratio of 8:1. Certified by the New York State Board of Regents, Shelter Island School employs 35 professional staff in addition to five teaching assistants and aides, a guidance counselor, a school nurse, a school psychologist, and a school social worker. 97% of the professional staff have masters degrees, 3% have bachelor degrees.

Shelter Island School Board of Education Mission Statement

Engage, Explore, Empower. The Shelter Island Board of Education is committed to the mission that we want our students to cherish our small island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be:

- ethical and moral individuals
- respectful and responsible communicators
- creative and analytical thinkers
- knowledgeable and literate readers, writers, mathematicians, and scientists
- participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities
- skilled and successful workers and consumers
- committed and active citizens



Shelter Island School District

Shelter Island School Administration

Superintendent/Principal - Brian Doelger, Ed.D

Director of Pupil Personnel, Data and Instruction - Jennifer Rylott

Director of Athletics, Physical Education, Health, Wellness and Personnel - Todd Gulluscio

District Clerk - Jacqueline Dunning

District Treasurer - Deborah Vecchio

Shelter Island School Counseling Personnel

Martha Tuthill - Pre-K - 12 School Counselor

Meghan Lang - Guidance Assistant

School Social Worker - Michele Albano

School Psychologist - Danielle Spears



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Guidance Department Counseling Program Overview and Focus

School counselors design and deliver comprehensive school counseling programs that promote student achievement. They apply their professional training in order to support student academic success. Through a comprehensive school-counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

School counselors are an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive School Counseling Plan.

Shelter Island School counselors review their guidance plan annually to ensure that, guided by the ASCA National Model, the plan will:

- Ensure equitable access to a rigorous education for all students
- Identifies the knowledge and skills all students will acquire as a result of the K-12 Comprehensive School Counseling program
- Is delivered to all students in a systematic fashion
- Is based on data-driven decision making
- Is provided by a state-credentialed school counselor

The Shelter Island School Counseling program is a collaborative effort among school counselors, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our school community. Our counseling program strives to ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.



What is a Comprehensive School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselors’ time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student. The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

***(Adapted from The ASCA National Model:
A Framework for School Counseling Programs.)***



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The Role of the School Counselor

The School Counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school-counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school-counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to the ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities when available.

Advisory Council

The school counseling advisory council is a representative group of stakeholders that reviews and advises the implementation of the school-counseling program. It meets a minimum of twice each school year and has an agenda and minutes for documentation. The role of the advisory council is to:

- Provide feedback on program goals (developed and explained by school counselors)
- Review program results (based on data presentations by school counselors)
- Make recommendations about the school counseling program
- Advocate for the school counseling program

The Shelter Island School Counseling Advisory Council will be made up of the following community stakeholders:

School Counselors

Elementary School/HS Principal

Student/Parent

Special Education Teacher

Regular Education Teacher

English Language Learner Teacher

BOE Member



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Foundation/Management

New York State Education Department Regulation Part 100.2 (j) Comprehensive Developmental School Counseling / Guidance Programs

100.2(j)(2) Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).

100.2(j)(2)(i) For all Grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate.

Additionally, the program shall be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.

The Services

100.2(j)(2)(i)(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers.

The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns.

100.2(j)(2)(i)(a) (cont'd.) The program shall also where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

For All Grades 6-12

100.2(j)(2)(i)(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans.

100.2(j)(2)(i)(b) (cont'd.)

For a student with a disability, the plan shall be consistent with the student's individualized education program.



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School Counseling Guidance Core Curriculum / For All Grades K-12 / Direct Services

100.2(j)(2)(i)(c) School counseling/ guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s).

100.2(j)(2)(i)(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.

100.2(j)(2)(i)(d) (cont.) Nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice.

Indirect Services

100.(j)(2)(i)(e) Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

The Plan

100.2(j)(2)(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision.

100.2(j)(2)(ii) (cont.) Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building and made available on the district's website.

100.2(j)(2)(ii) (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.

100.2(j)(2)(ii) (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.



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Advisory Council

100.2(j)(2)(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).

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

Shelter Island School Counseling Program Description and Goals

Vision: Within a caring, respectful, multicultural environment, the Shelter Island Counseling program is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. Every student will acquire the academic, career, and personal/social skills to become resilient and adaptable citizens equipped with the knowledge, skills, and disposition to continue their education and become personally fulfilled, interdependent, socially responsible adults.

Mission: Our mission is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the New York State Learning Standards and National (ASCA) and state (NYSSCA) standards. In partnership with members of the administration, faculty, parents/guardians, and members of the community, our counseling program targets the needs of our students' academic, social/emotional, and career goals so they will become productive citizens capable of embracing the challenges of the 21st century.

Goals: To review and update this school-counseling program, which is data-driven, proactive, prevention-based, and developmentally appropriate, and will support school improvement based on recommendations made by the Shelter Island's School Counselor Advisory Council. To efficiently deliver the school counseling program, the counseling department will develop an Action Plan(s) which will assist school counselors in the design, documentation, and implementation of the school counseling curriculum



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Student Standards ASCA Student Mindsets/Behaviors

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

The mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. 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. The ASCA Mindsets & Behaviors will be aligned with initiatives at the district, state and national to reflect the district's local priorities.

Domains organize the ASCA Mindsets and Behaviors, and standards arranged within categories and subcategories. Each is described below.

Domains:

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development- Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development- Standards guiding school counseling programs to help students;

*Understand the connection between school and the world of work

*Plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development- Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.



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Standards:

All standards can be applied to the three domains that are listed above, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories and are based on general categories of non-cognitive factors related to academic performance.

Category 1: Mindset Standards- includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited behaviors.

Category 2: Behavior Standards-includes behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

Learning Strategies-processes and tactics students employ to aid in cognitive work or thinking, remembering and learning.

Self-Management Strategies- continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

Social Skills-acceptable behaviors that improve social interactions, such as those between peers or between peers and adults.

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.*

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. 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



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Category 2: Behavior Standards

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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Student Standards: NYSED Career Development And Occupational (CDOS) 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 - Students 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 include 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.



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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 A/H

Arts/Humanities: Core, Specialized, and Experiential

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

Professional Standards *Counselors Competencies and Ethical Standards*

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre-K–12 students' academic, career and social/emotional development needs. ASCA Ethical Standards for School Counselors are the ethical responsibility of all school-counseling professionals.

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K-12 students. These competencies help ensure that school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

ASCA Professional School Counselor Competencies can be found at:

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

ASCA Ethical Standards for School Counselors can be found at:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>



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Student Annual Review Template

Each student in grades six through twelve, will receive an annual review that reflects each student's educational progress in achieving social /emotional, academic and career goals.

Part of this review will use a framework for systemic social and emotional learning. SEL or Social, Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. They should be considered at the students' annual review to assess emotional development in achieving academic success and realizing career goals.

The five core competencies, Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision making, can help students realize social, academic and career goals.

Five Core Competencies of Social and Emotional Learning

Self-awareness:

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management:

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness:

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources *and supports*.

Relationship skills:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making:

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. (CASEL Guide: Effective Social and Emotional Learning Programs)

DELIVERY OF COUNSELING SERVICES FOR STUDENTS IN GRADES PRE-K - 12 ON ARE ON THE FOLLOWING PAGES.