

Southwestern Central School



K-12 Comprehensive School Counseling Plan

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Southwestern Central School Student Support Team Mission Statement

- ❖ *The Student Support Team of Southwestern Central School District is firmly committed to the solid academic, social, and emotional development of each of our students. Through the use of a comprehensive developmental model, we can aim to facilitate positive growth and change utilizing a team approach in a proactive environment.*

Southwestern Counseling Philosophy

- ❖ *School Counselors function as an integral part of the educational process through assisting students in the development of intellectual, emotional, physical, and interpersonal skills. These skills bear upon all students' abilities to function in a healthy manner at home, school, in their careers and in the community as productive citizens. As the academic standards at all levels of education are raised, counselors are imperative to assist in reforming and redesigning our educational system to a comprehensive, developmental education and counseling program approach. All counselors and psychologists at Southwestern Central School are uniquely prepared to assist students in their growth through the development of necessary academic, career and personal/social developments in a collaborative effort among administration, teachers, parents, families and the community as a whole.*

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS
PART 100.2 (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 students to participate effectively in their current and future educational programs, to help students who exhibit any 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 the following activities or services:

(a) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools social workers in cooperation with school counselors; and

(d) the services 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices 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 districts, and revisions shall be made as necessary.

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

How Southwestern Central School meets Standards for School Counseling Programs

Southwestern Central School District utilizes a shared decision-making/collaborative process in providing service and support to the students and staff across the district. The social emotional and physical well-being support provided aligns with the Multi-Tiered Systems of Support.

Pupil Personnel Services (PPS) Roles within MTSS Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses are uniquely poised to be the primary source of expertise upon which the entire school community can draw. These professionals have overlapping skills, such as counseling, assessment, consulting, collaboration, parent/school liaison, professional development for faculty and staff, and crisis response. They share in facilitating social emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction and promoting a positive school climate. A key function of the school counselor's Tier 1 role is to promote a safe and supportive learning environment for everyone in the school community. School counselors utilize their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and social emotional skills. School counseling programs are most effective when there is collaboration among the school counselor, other PPS staff, teachers, administrators, and families to promote a school climate that facilitates student achievement, student engagement, and equitable access to educational opportunities so that all students can reach their full potential in school and beyond. At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs. At the Tier 2 level, some of these supports may be provided by school counselors but are often referred to school social workers and school psychologists and are targeted to students identified as vulnerable due to academic, social emotional, and mental health challenges. At the Tier 3 level, school social workers, school psychologists, and licensed mental health counselors address a smaller number of high need students who require more specialized individual interventions and/or referral to community-based counseling and resources. It should be noted that specific roles can become overburdened when the full complement of PPS professionals are not available in a school. For example, if a school does not have the services of a certified school social worker, the school counselor and psychologist must then compensate for the missing service provider. ²

² Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools. (2020) NYSED.gov 68

Southwestern Elementary School

Academic Development

SWES counseling program is dedicated to assisting all elementary students reach their academic potential, by helping students understand and participate effectively.

Through classroom guidance units, group and individual counseling, students will:

- Set personal and academic goals more effectively
- Be able to apply & discuss study skills
- Gain self-awareness to learn effectively, recognizing that student's learn in different ways and may require different methods of learning.
- Develop effective study, time and stress management skills

The use of academic achievement activities increases a student's self-esteem through improved school success as well as improved decision making and communication skills, which will also positively affect intrapersonal skills.

Career Development

All elementary students should have educational experiences that promote an awareness of the working world and their relationship in it.

- Students will gain knowledge regarding the importance of developing a positive self-concept and its relationship to career development.
- Students will develop awareness of different occupations.
- Students will gain awareness of the various relationships between life roles, lifestyles, and careers.
- Students will understand the need to develop skills for interacting with one another effectively.
- Children will learn the importance of educational achievement and success and its influence on future career opportunities.
- Children will begin to acquire skills for understanding and using career information.
- Students will also increase understanding how careers relate to needs and functions of society.

Personal/Social Development

Through planned comprehensive and developmental classroom curriculum units, group and individual counseling assist in facilitating personal and social development among children at each grade level.

Some of the goals, competencies, and skills children may obtain are:

- Self-awareness- knowing and understanding ones-self.
- Appropriate choice and decision making
- Personal safety
- Respecting others
- Accepting responsibility
- Relationship/ friendship skills
- Personal and social conflict resolution skills
- Healthy choices and lifestyle
- Peer pressure
- Impulse/ self- control
- Bullying/Character Education/DASA

Southwestern Middle School

Academic Development

The SWMS counseling program is designed to help all students reach their academic potential, by providing programs and services through classroom instruction, group and individual counseling and consultation. SWMS counselors can:

- Collaborate and consult with Educational Team, parents/guardians and agencies.
- Provide study skills, time management, stress management, and responsibility/organization education.
- Help students gain self-awareness in relation to academic self-concept and educational performance.
- Manage Academic Intervention Services, summer school, grade reporting.
- Present academic, transition and program information to parents and staff members.

Career Development

All middle school students should have educational experiences that promote an awareness of the working world and their relationship in it.

- Students will gain knowledge regarding the importance of developing a positive self-concept and its relationship to career development.
- Students will develop awareness of different occupations.
- Students will gain awareness of the various relationships between life roles, lifestyles, and careers.
- Students will understand the need to develop skills for interacting with one another effectively.
- Children will learn the importance of educational achievement and success and its influence on future career opportunities.
- Children will begin to acquire skills for understanding and using career information.
- Students will also increase understanding how careers relate to needs and functions of society.

Personal/Social Development

Through planned classroom instruction, large group presentations, individual and group counseling, SWMS counselors will assist in facilitating personal and social development among children at each grade level. Some of the goals, competencies, and skills children may obtain are:

- Self-awareness/Self Image
- Appropriate decision making
- Respecting others
- Accepting responsibility
- Relationship/ friendship skills
- Personal and social conflict resolution skills
- Peer pressure
- Impulse/ self- control
- Sexual Harassment
- Substance Abuse
- Character Education/Bullying/DASA

Southwestern High School

Academic Development

The SWHS counseling program is designed to help all students reach their academic potential, by providing programs and services through group and individual counseling and consultation. SWHS counselors can:

- Collaborate and consult with teachers, parents/guardians and agencies.
- Provide study skills, Academic Intervention Services, and peer tutoring
- Scheduling and grade reporting
- Present academic, transition and program information to parents and staff members.
- Distribution of ACT/SAT information
- Academic Development as it relates to career choice/diploma type

Career Development

All high school students should have educational experiences that promote an awareness of the working world and their relationship in it.

- Self-directed search with interested students
- College Planning, applications, and letters of recommendations
- NCAA clearinghouse
- Distribute scholarship information
- Organize college and military visits to Southwestern High School
- Financial Aid night and FAFSA forms
- Transition Program
- Senior Checkouts and career goals
- Internships
- JCC courses
- College visits/trips
- Career technology tools
- Guest presenters

Personal/Social Development

Through large group presentations, individual and group counseling, SWHS counselors will assist in facilitating personal and social development among children at each grade level. Some of the goals, competencies, and skills children may obtain are:

- Self-awareness/Self Image
- Appropriate decision making
- Respecting others
- Accepting responsibility
- Relationship/ friendship skills
- Personal and social conflict resolution skills
- Peer pressure
- Impulse/ self- control
- Sexual Harassment/Harassment
- Substance Abuse
- Bullying
- Character Education/Bullying/DASA

Counseling Roles

❖ Individual Counseling

- Family System Support & Advocacy
- Stress/Anxiety
- Academic difficulties
- Social difficulties
- Peer relationships
- Self-esteem
- Anger Management
- Alternative Education (SWCS & Hewes)
- Pregnancy (TEAM)

❖ Group Counseling

- Academic Support
- Mental health groups
- Social groups
- ADHD group
- Strong Kids/Self-esteem
- Lunch group
- Divorce/Separation
- Responsibility/Organization
- Anger Management/Impulse Control
- Grief support
- Leadership & Development Program

❖ Crisis Counseling

- Suicide/Lethality
- Truancy
- School Phobia
- Sexual Harassment
- Child Abuse- Mandated Reporter
- Self-image (eating disorders, cutting)
- Substance Abuse
- Stress/Anxiety

❖ CSE

- Referrals
- Meetings
- Student Support Team Meetings
- IEP goals and objectives
- School Psychologist Services

❖ Family Advocacy/Support

- Links with outside agencies
- PINS
- Child Protection Services/Family Assessment Response

❖ **College Planning**

- College selection/application
- Letters of recommendation
- Financial Aid
- Scholarships
- College visits

❖ **Career Planning**

- Self Directed Search
- Army/Navy/Marines recruits
- College Consortium
- Vocational and Educational Services for Individuals with Disabilities (VESID)
- Job Shadowing
- Career & Technology Education at BOCES
- Transition Program
- Workforce Readiness Preparation

❖ **Academic Advisement**

- Diploma Track
- Academic Intervention Services (AIS)
- Course Selections
- Career and Technical programs
- Advanced Placement Testing
- Tutoring
- Progress Reports/Report Cards
- Classroom lessons/presentations
- Intake meetings
- Response to Intervention (RTI) & Progress Monitoring

❖ **Attendance**

- Review attendance policy with students in jeopardy
- PINS referrals
- CPS
- School Resource Officer

❖ **Consultation**

- New student registration/intake
- Parent conferences
- Teacher conferences
- Student conflicts/Peer mediations
- Administrative concerns
- At Risk Student support
- Student Support Team
- Academic Intervention Services
- Drop out prevention
- Home Visits
- Summer School
- TEAM

❖ **Collaboration**

- Use of technology
- Data-driven results – Panorama and student/staff surveys
- Advocacy
- Parent/Teacher meetings
- Student/Teacher meetings
- Administrative meetings
- Problem solving
- School/Parent communication
- Master Schedule
- Classroom lessons/presentations
- State-wide assessments
- Student orientation programs
- Liaison to Mental Health professionals
- Mental Health Referrals
- Transition Opportunities with community agencies

❖ **Communication**

- School Web Page/ Facebook/Twitter
- Brochures
- Newsletters
- Presentation
- Parent Broadcasts

❖ **Dignity for All Students Act (DASA)**

- Bully Prevention Programs
- Character Education
- Project Wisdom
- PBIS
- Beyond the Infraction
- Restorative Justice

❖ **School Wide Emotional Support and Building Safety**

- Crisis Plan/Team
- Fire/Evacuation drills
- Supporting building protocol
- Restorative Justice
- Staff Development
- Technology training/support
- Student Support Committee
- School Resource Officer

What do school psychologists do?

- Help all students, including gifted students, students who are not performing well academically, and those with disabilities, make the most from their educational experience.
- Collaborate with students, parents, teachers, and other service providers to identify students' academic and developmental needs, and assist the school system to meet students' various needs.
- Solve problems through direct contact with parents, teachers, and students, and recommend special programs or teaching methods.
- Empower and educate students, parents, and teachers to overcome barriers to learning. This may include issues related to disabilities, mental health, traumatic events, or developmental issues that are typical in childhood and adolescence.

Services that psychologists provide include:

Consultation: School psychologists may meet with parents, teachers, and school personnel about:

- how to best help students learn and achieve their potential
- ways to improve teaching methods or the learning environment of the classroom or home
- ways to improve the working relationship between teachers, parents, and administrators

Assessment: School psychologists may observe students in the classroom, interview students, and conduct evaluations to examine:

- academic achievement
- cognitive functioning
- social skills
- behavioral & emotional development

Direct Intervention: When appropriate, school psychologists work directly with a student and/or family to help solve problems. Counseling, behavior management, or other approaches may be used. Referrals to other school support services or community resources may also be provided.

Education & Training Programs: School psychologists may provide educational programs for students, parents, school personnel, and others on various topics related to childhood and adolescence. Some examples include:

- Programs for parents on adolescent issues, self-esteem and parenting skills
- Programs for school personnel on student learning, emotional issues, and behavior management
- Programs for high school students on depression awareness and suicide prevention

Program Evaluation: School psychologists may help evaluate the effectiveness of academic programs and support services

American School Counselor Ethical Standards for School Counselors

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 preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals. 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. All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

The ASCA Ethical Standards for School Counselors (2016). 1101 King Street, Suite 310, Alexandria VA 22314 www.schoolcounselor.org