Southampton Union Free School District

Comprehensive School Counseling (Guidance) Plan
2019-2020
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SOUTHAMPTON PUBLIC SCHOOLS

Board of Education

Jacqueline Robinson, President       SunHe Sherwood-Dudley, Vice President

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Jean E. Mingot, Assistant Superintendent for Business

Southampton High School       Southampton Intermediate School       Southampton Elementary School
Brian Zahn, Ed.D., Principal       Timothy Frazier, Principal       Jaime Bottcher, Principal
Susan Wright, Assistant Principal       Nancy Wicker, Assistant Principal       Stephanie Estrada, Assistant Principal

District Directors and Coordinators

Esther Adler-O'Keefe, Coordinator of Academic Support Services
Ana Martinez, Coordinator of ENL and Dual Language Programs
Jeanne-Marie P. Mazzaferro, Director of Pupil Personnel Services
Darren Phillips, Director of Athletics, Physical Education, Health & Wellness
Julianne Purcell, Director of Instructional Technology
Kim H. Rodriguez, Ph.D., Director of College & Career Counseling
About the Southampton School District

Southampton School District Mission Statement

Southampton School District, in partnership with our diverse community, will educate students in a safe, supportive environment and equip them with the knowledge, values and skills to become responsible citizens in a dynamic global society.

Southampton School District Vision Statement

Southampton School District is deeply rooted in a diverse community. Our students reflect the community’s hopes, dreams, and accomplishments. We all benefit from the support of our residents, and so the community that supports our district should benefit from the quality of our schools. A strong relationship connecting students, staff, families and community will inspire all to embrace learning as a way of life. The Southampton School District will measure its success by the achievement of its students. In accordance with our mission, our students will make a positive contribution to the world and inspire future generations to follow in their footsteps.

Southampton Board of Education Goals (adopted March 27, 2018)

1. **Student Success:** Every student receives a high quality education that is grounded in rigorous standards, local and state curriculum, inclusive of our diverse population and backed by differentiated supports.

2. **High Quality Workforce:** Employees are at the heart of our student success and we will attract, support and retain a high quality workforce.

3. **Communication, Engagement, and Partnerships:** The district uses communication, engagement, and partnerships to build awareness, trust, and collaboration which lead to stronger relationships that benefit student learning.

4. **Technology Integration:** The district uses various forms of technology for the purpose of teaching, learning and communication within our schools and throughout our diverse community.

5. **Safety and Security:** Staff and students thrive in positive learning and work environments where they feel safe, supported and celebrated.

6. **Fiscal Responsibility:** The district uses sound financial processes and business practices in a transparent manner which ensures financial integrity of the district while maximizing resources to support student learning.
<table>
<thead>
<tr>
<th>School</th>
<th>Counselors/Staff</th>
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<tbody>
<tr>
<td><strong>Southampton School Counseling Personnel</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Kim H. Rodriguez, Director of College &amp; Career Counseling (K-12)</strong></td>
<td><a href="mailto:krodriguez@southamptonschools.org">krodriguez@southamptonschools.org</a></td>
</tr>
<tr>
<td><strong>Southampton Elementary School (SES)</strong></td>
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<tr>
<td>Ms. Gwen Arzenen - School Counselor</td>
<td>Ms. Sharon Mulvaney, Clerical</td>
</tr>
<tr>
<td><a href="mailto:garznen@southamptonschools.org">garznen@southamptonschools.org</a></td>
<td><a href="mailto:smulvaney@southamptonschools.org">smulvaney@southamptonschools.org</a></td>
</tr>
<tr>
<td><strong>Southampton Intermediate School (SIS)</strong></td>
<td></td>
</tr>
<tr>
<td>Ms. Jorgine Buccio, School Counselor</td>
<td>Mr. Jalai Duroseau, School Counselor</td>
</tr>
<tr>
<td><a href="mailto:jbuccio@southamptonschools.org">jbuccio@southamptonschools.org</a></td>
<td><a href="mailto:jduroseau@southamptonschools.org">jduroseau@southamptonschools.org</a></td>
</tr>
<tr>
<td>Mrs. Angela Hughes-Johnson, School Counselor</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ajohnson@southamptonschools.org">ajohnson@southamptonschools.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Mrs. Christine Shipman, Clerical</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cshipman@southamptonschools.org">cshipman@southamptonschools.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Southampton High School (SHS)</strong></td>
<td></td>
</tr>
<tr>
<td>Mr. Carlos Alfaro, School Counselor</td>
<td>Ms. Patsy Germain, School Counselor</td>
</tr>
<tr>
<td><a href="mailto:calfaro@southamptonschools.org">calfaro@southamptonschools.org</a></td>
<td><a href="mailto:pgermain@southamptonschools.org">pgermain@southamptonschools.org</a></td>
</tr>
<tr>
<td>Ms. Jenna Sansaricq, School Counselor</td>
<td>Mrs. Jessica Zay, School Counselor</td>
</tr>
<tr>
<td><a href="mailto:jsansaricq@southamptonschools.org">jsansaricq@southamptonschools.org</a></td>
<td><a href="mailto:jzay@southamptonschools.org">jzay@southamptonschools.org</a></td>
</tr>
<tr>
<td>Ms. Erinn Frankenbach, Clerical</td>
<td>Mrs. Maureen Murphy, Clerical</td>
</tr>
<tr>
<td><a href="mailto:efrankenbach@southamptonschools.org">efrankenbach@southamptonschools.org</a></td>
<td><a href="mailto:mmurphy@southamptonschools.org">mmurphy@southamptonschools.org</a></td>
</tr>
<tr>
<td>Mrs. Amy Prince, School Counselor</td>
<td>Mrs. Diana Vides, Clerical</td>
</tr>
<tr>
<td><a href="mailto:aprince@southamptonschools.org">aprince@southamptonschools.org</a></td>
<td><a href="mailto:dvides@southamptonschools.org">dvides@southamptonschools.org</a></td>
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Introduction

School counselors are integral participants in educational programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with valuable information that informs the ongoing development of our programs. School counselors, with the support of superintendents, principals, local boards of education and professional counseling organizations continually analyze and assess our school counseling program and activities to meet students’ needs and maximize their effectiveness. The **Southampton School District Comprehensive School Counseling (Guidance) Plan** is the centerpiece of the District's effort to promote and enhance students’ learning development so all students may achieve their full potential. School counselors are vital stakeholders in supporting students’ academic and social-emotional prosperity. The *Plan* acts as a manual in clarifying the role of a school counselor. We are grateful to our administration and the Board of Education for their support of our comprehensive school counseling curriculum that supports the continued success of our students.

The following document represents a guideline of the **District School Counseling Plan** (a.k.a. *Guidance Plan*) in the **Southampton School District**. This framework offers content, process and accountability methods by detailing the ways in which the Southampton Schools District's school counseling curriculum complies with NYSED Commissioner's Regulation Part 100.2 (j) and demonstrates alignment with the ASCA National Model, CDOS Standards and SEL Benchmarks. (While school counselors are not licensed mental health counselors, their work and this Plan does support the [Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being*](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/continuumofwellbeingguide.pdf) initiative, most specifically to “enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.”) The **Southampton District School Counseling Program Activity Curriculum Map** (Appendix A) details specific activities through which this plan is implemented in each building and grade level.


Southampton Counseling Department Mission & Philosophy Statements

The Southampton Counseling Department's mission is to promote each student's academic, social, and emotional development, while assisting the student with post-secondary planning. Our focus is to create a collaborative environment with students, educators, and parents by helping students develop the independence necessary to make sound decisions and positive life choices. The philosophy of the Southampton Counseling Department emerges from our belief in the value and uniqueness of *every* student. Our work with each student reflects this philosophy and guides us in our role as student advocates.
Effective July 1, 2019, the New York State Education Department Commissioner's Regulation Part 100.2 (j)(2)**, requires that "each school district shall have a comprehensive developmental 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).” As such, school counseling programs are required to include the following:

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 comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:
   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. 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.
   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. For a student with disability, the plan shall be consistent with the student’s individualized education program.
   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).
   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. 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.

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.

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. 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.

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.

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.

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.

Overview of the New York State Guidance Goals

Guidance programs for grades K-6

Goal 1: Prepare students to participate effectively in their current and future educational programs.
Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.
Goal 3: Educate students concerning personal safety.
Goal 4: Encourage parental involvement in their children's education.

Guidance programs for grades 7-8

Goal 1: Review each child’s educational progress and career plans annually.
Goal 2: Teach students about various careers and help them to develop career planning skills.
Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:
   a. Develop and implement post-secondary education and career plans
   b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems
Goal 4: Encourage parental involvement in the educational process.

Guidance programs for grades 9-12

Goal 1: Review each child’s educational progress and career plans annually.
Goal 2: Teach students about various careers and help them to develop career planning skills.
Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:
   a. Develop and implement post-secondary education and career plans
   b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems
Goal 4: Encourage parental involvement in the educational process.
The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student

<table>
<thead>
<tr>
<th>Category 1: Mindset Standards</th>
<th>Category 2: Behavior Standards</th>
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<tbody>
<tr>
<td><strong>School counselors encourage the following mindsets for all</strong></td>
<td><strong>Students will demonstrate the following standards through classroom lessons, activities and/or individual/small group counseling.</strong></td>
</tr>
<tr>
<td>1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</td>
<td>Learning Strategies</td>
</tr>
<tr>
<td>2. Self-confidence in ability to succeed.</td>
<td>1. Demonstrate critical-thinking skills to make informed decisions</td>
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<tr>
<td>3. Sense of belonging in the school environment.</td>
<td>2. Demonstrate creativity</td>
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<td>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.</td>
<td>3. Use time-management, organizational and study skills</td>
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<tr>
<td>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</td>
<td>4. Apply self-motivation and self-direction to learning</td>
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<td>6. Positive attitude toward work and learning.</td>
<td>5. Apply media and technology skills</td>
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<tr>
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<th>Self-Management Skills</th>
<th>Social Skills</th>
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<tr>
<td>1. Demonstrate ability to assume responsibility</td>
<td>1. Use effective oral and written communication skills and listening skills</td>
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<td>2. Demonstrate self-discipline and self-control</td>
<td>2. Create positive and supportive relationships with other students</td>
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<tr>
<td>3. Demonstrate ability to work independently</td>
<td>3. Create relationships with adults that support success</td>
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<td>4. Demonstrate ability to delay immediate gratification for long-term rewards</td>
<td>4. Demonstrate empathy</td>
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<tr>
<td>5. Demonstrate perseverance to achieve long- and short-term goals</td>
<td>5. Demonstrate ethical decision-making and social responsibility</td>
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<tr>
<td>6. Demonstrate ability to overcome barriers to learning</td>
<td>6. Use effective collaboration and cooperation skills</td>
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<tr>
<td>7. Demonstrate effective coping skills when faced with a problem</td>
<td>7. Use leadership and teamwork skills to work effectively in diverse teams</td>
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<tr>
<td>8. Demonstrate the ability to balance school, home and community activities</td>
<td>8. Demonstrate advocacy skills and ability to assert self, when necessary</td>
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<tr>
<td>9. Demonstrate personal safety skills</td>
<td>9. Demonstrate social maturity and behaviors appropriate to the situation and environment</td>
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<tr>
<td>10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</td>
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**Learning Standards for Career Development and Occupational Studies (CDOS)**

**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.

**Standard 2: Integrated Learning**
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**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.

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**New York State Social Emotional Learning (SEL) Benchmarks***

“To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. **Develop self-awareness and self-management skills essential to success in school and in life.**
2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**
3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

Professional Development

It is essential that school counselors remain current with respect to their knowledge of counseling strategies, child and adolescent development, mental health literacy and resources, NYSED Commissioner’s Regulations, college programs and career opportunities. Southampton school counseling staff (administration, counselors and clerical) participate in a variety of professional development activities through the school year (and often during the summer!) hosted by colleges and professional organizations on a vast array of topics. High school counselors regularly visit college campuses and meet with college admissions personnel frequently throughout the school year in addition to attending college fairs and informational sessions hosted by individual colleges and college consortiums.

The following list represents the conferences and workshops in which counseling staff participated during the 2018/2019 school year:

- Round Table: Homeless Students (hosted by LIEOC)
- Responding to the Mental Health Crisis on LI (hosted by St. Joseph’s College)
- ACT College and Career Readiness Workshop
- Inside the Admissions Process: Spring Ahead to Your Next Class
- Implementing the NY Mental Health Mandate: Curriculum Requirements, Partnerships & Strategies
- Human Trafficking on Long Island: Identify and Respond
- Back on Track: Treatment Options for School Refusal in Youth
- Building a Collaborative Team Approach to School Based Mental Health Services
- Comprehensive College & Career Readiness for Middle School
- Understanding the Brain, Emotions & Growth Mindset
- Giving Students a Reality Check
- Exploring College Options (Duke, Georgetown, Harvard, Penn & Stanford)
- College Board Updates for Counselors
- Northeast Power School User Group Conference / Power School Scheduling Workshops
- SUNY Op-Inform
- Webinar: What’s New with Naviance?
- Rick Lavoie (series of workshops)
- Webinar: Developing learning objectives to address ASCA mindsets
- Webinar: NY Counseling Regulations and Naviance: What to Know
- Google everything
- East End Health and Wellness Conference
- New Diploma & Graduation Options
- Changing With the Times: New NYSED School Counseling Regulations
Overview of Southampton School District School Counseling (Guidance) Plan

School counseling, (formerly known as "guidance"), is an essential aspect of the educational experience for all children. It is through the school counseling program and counseling relationship that students are helped to interpret and integrate the world in which they live. The school counseling program functions in a liaison capacity between administrators, teachers, parents, students and the community. The goals of Southampton School District's comprehensive school counseling program are to:

- Increase **COMMUNICATION** with parents
- Promote understanding of **EDUCATIONAL REQUIREMENTS**
- Promote **SCHOOL SUCCESS SKILLS**
- Provide **CAREER/EDUCATION** awareness and planning
- Provide and expand knowledge of **POST-SECONDARY OPTIONS**
- Promote **SOCIAL/EMOTIONAL PERSONAL** development
- Develop students’ **PROBLEM-SOLVING STRATEGIES/ABILITIES**
- Increase **COMMUNITY INVOLVEMENT**
- Provide **COUNSELING SERVICES**
- Develop students’ **SELF-ADVOCACY SKILLS**
- Promote **HELP-SEEKING** as a healthy habit
- Promote **INCREASING INDEPENDENCE**

The **District School Counseling (Guidance) Plan** sets forth a framework to enable each school in the Southampton School District to plan, organize, and implement a school counseling program designed to meet the needs of the entire student body. This plan is reviewed annually to assess the efficacy of programs and activities and amended as necessary.