



**SOUTHAMPTON  
PUBLIC SCHOOLS**

*Anchoring the Community*

**Southampton Public Schools  
Comprehensive School Counseling Program  
2018-2019**

## Table of Contents

Southampton Public Schools Board of Education and Administration .....	1
About the District, Mission, Vision and Core Beliefs .....	2
Southampton School District Counseling Personnel .....	4
Introduction .....	5
Counseling Department Mission & Philosophy .....	5
NYSED Commissioner's Regulations (Part 100.2) .....	6
American School Counselors' Association (ASCA) Mindsets and Behaviors for Student Success .....	7
Learning Standards for Career Development and Occupational Studies (CDOS) .....	8
ASCA National Standards for Students .....	8
Overview of Southampton School District School Counseling (Guidance) Plan .....	9
Southampton Counseling Program/Activity Curriculum Map (Appendix A)	
NYSSCA Reference Document 3 (Appendix B)	

## **SOUTHAMPTON PUBLIC SCHOOLS**

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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.

**Southampton School District Counseling Personnel**

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## **Introduction**

School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. School counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. This comprehensive model is the centerpiece of Southampton School District's effort to transform their professional school counseling department. This *Plan* acts as a manual for counselors and administrators 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.

## **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.

The **New York State Education Department Commissioner's Regulation Part 100.2 (j)**, requires that "each school districts shall have a guidance program for all students". As such, school counseling programs are required to include the following:

- 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 school 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.

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

(American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.)

<b>Category 1: Mindset Standards</b>		
<i>School counselors encourage the following mindsets for all</i>		
<ol style="list-style-type: none"> <li>1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>2. Self-confidence in ability to succeed.</li> <li>3. Sense of belonging in the school environment.</li> <li>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.</li> <li>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</li> <li>6. Positive attitude toward work and learning.</li> </ol>		
<b>Category 2: Behavior Standards</b>		
<i>Students will demonstrate the following standards through classroom lessons, activities and/or individual/small group counseling.</i>		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

## **Learning Standards for Career Development and Occupational Studies (CDOS)**

(Retrieved from <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>)

### **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.

## **ASCA National Standards for Students**

(American School Counselor Association (2004). ASCA National Standards for Students. Alexandria, VA: Author.)

### **Domain I: Academic Development**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

### **Domain II: Career Development**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

### **Domain III: Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

The following information represents a guideline of the District School Counseling Plan (a.k.a. *Guidance Plan*) for grades K-12 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 and CDOS Standards.

### **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
- Promote **SOCIAL/PERSONAL** development
- Increase **COMMUNITY INVOLVEMENT**
- Provide **COUNSELING SERVICES**

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.