



HAMPTON TOWNSHIP SCHOOL COUNSELING **ADVISORY COUNCIL**



—● December 9th, 2022 ●—

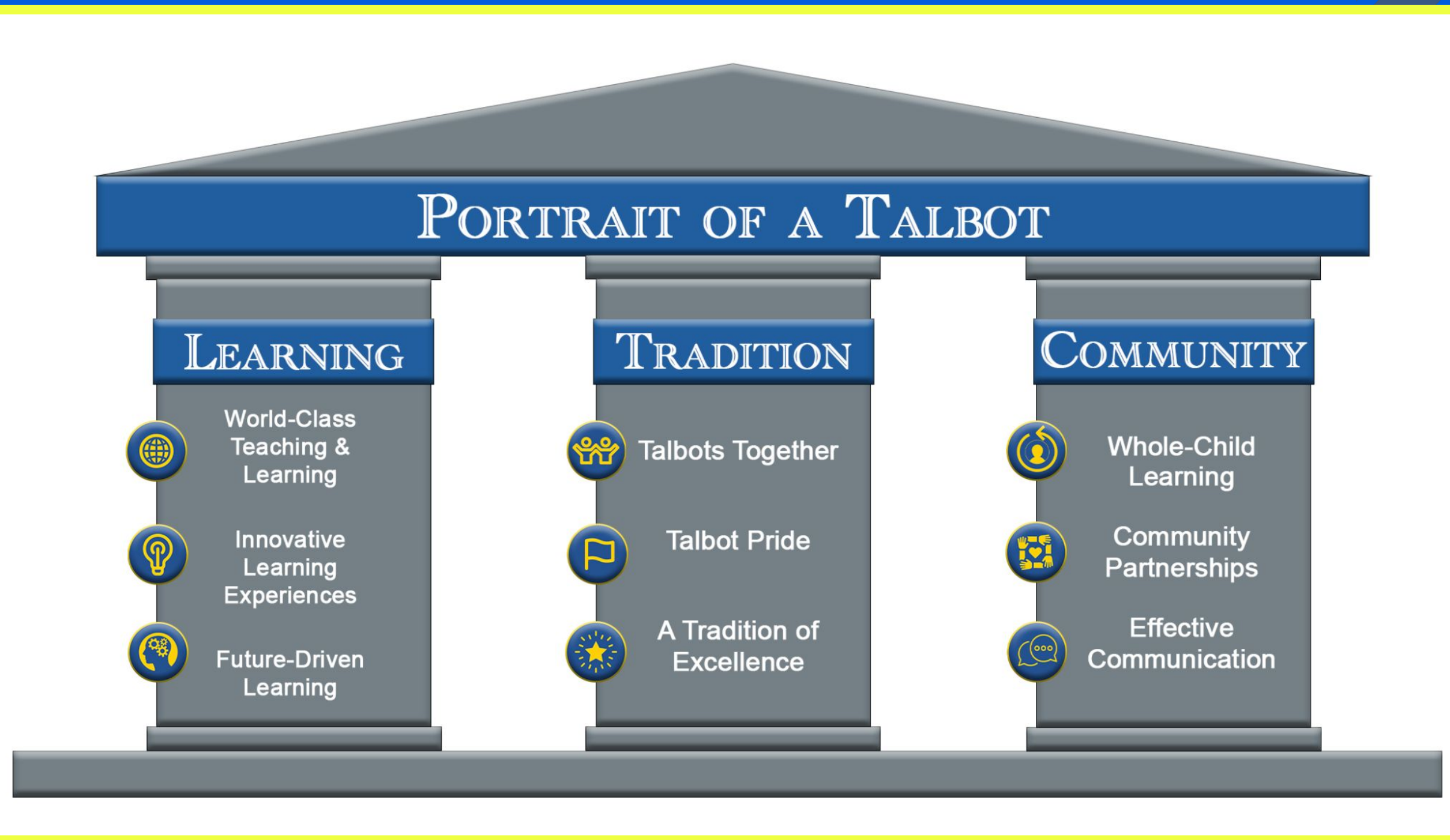




WELCOME!

Dr. Jay Thornton, Director of Student Services

HTSD STRATEGIC PLAN PILLARS



School Counseling Alignment: Strategic Plan Pillars



TALBOTS TOGETHER:

We celebrate our unique and collective experiences. We welcome learners, staff, and families from different backgrounds, experiences, and cultures. We treat all with dignity and respect by practicing empathy and using inclusive language and practices. Everyone belongs in our schools.



WHOLE-CHILD LEARNING:

We recognize that relationships with adults and peers are at the core of the school experience. We celebrate and incorporate students' unique interests during daily interactions and collaborate with families and the community to nurture academic and social-emotional development. We create enjoyable and meaningful learning experiences that allow learners to take risks, grow from mistakes, and develop problem-solving skills.



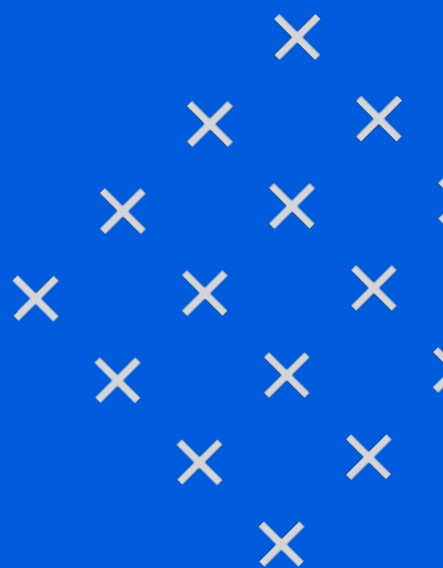
TALBOTS PRIDE:

We are passionate about pursuing excellence in academics, arts, and athletics. We empower staff, families, and learners by engaging the entire school community. We are all a part of the same team, recognizing and valuing how our strengths contribute to our success.



COMMUNITY PARTNERSHIPS:

We engage in meaningful work within and beyond our immediate community to foster opportunities to support learning experiences for both learners and staff. We strategically collaborate with businesses, foundations, educational institutions, and arts organizations to promote vital connections between classroom learning and future pathways for our learners





Portrait of a Talbot Competencies

- Communication
- Learner's Mindset
- Critical Thinking
- Empathy
- Collaboration
- Perseverance



HTSD School Counseling Team

Elementary Counselors

Amy Kinney - Wyland, Poff

Melissa Maley - Central, Poff

Middle School Counselors

Jill Kampmeyer

Danielle Wike

High School Counselors

Kim Cavitt: A - D

Matt Combi: E - K

Keri Hamberg: L - Po

Terri Koprivnikar: Pr - Z

WHY ARE WE HERE?



Vision

Mission

History

EMBRACE THE PAST,
WELCOME THE
FUTURE:

[A BRIEF HISTORY OF
SCHOOL
COUNSELING](#)

• [Title Matters.pdf](#)

Role

APPROPRIATE &
INAPPROPRIATE
ACTIVITIES FOR
SCHOOL
COUNSELORS

History of School Counseling Timeline

Early
1900s:
Vocational
guidance
begins; no
organized
structure

1930s:
guidance
services
emerge as
part of pupil
services

1952:
ASCA
Formed

1960s/1970s:
Concept of a
program for
school
counseling
takes shape:

2001: Name
changed from
“guidance
counselor” to
“school
counselor”.
Importance of
elementary
counseling.

2003-Present:
Many states
and districts
adopt ASCA
National Model

2013: ASCA
National
Model, 3rd
edition

1920s:
Shift from
vocational
counseling
to personal
adjustment

1940s/1950s:
Federal
legislation in
1946 & 1958
increase
training and
number of
positions

1960s:
School
Counseling
takes root in
elementary
schools

1980s/1990s:
Role of
school
counselors i
of concern;
many states
adopt models
for programs

2003: ASCA
releases a
model for
schools
across the
country to
standardize

2005: ASCA
Model
Second
Edition; adds
theory

2019:
ASCA
National
Model 4th
edition

Appropriate Activities for School Counselors

- ★ advisement and appraisal for academic planning
- ★ orientation, coordination and academic advising for new students
- ★ interpreting cognitive, aptitude and achievement tests
- ★ providing counseling to students who are tardy or absent
- ★ providing counseling to students who have disciplinary problems
- ★ providing short-term individual and small group counseling services to students
- ★ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data
- ★ interpreting student records
- ★ analyzing grade-point averages in relationship to achievement
- ★ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- ★ protecting student records and information per state and federal regulations
- ★ consulting with the school principal to identify and resolve student issues, needs and problems
- ★ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary
- ★ analyzing disaggregated schoolwide and school counseling program data

Inappropriate Activities for School Counselors

- ★ building the master schedule
- ★ coordinating paperwork and data entry of all new students
- ★ coordinating cognitive, aptitude and achievement testing programs
- ★ signing excuses for students who are tardy or absent
- ★ performing disciplinary actions or assigning discipline consequences
- ★ providing long-term counseling in schools to address psychological disorders
- ★ covering classes when teachers are absent or to create teacher planning time
- ★ maintaining student records
- ★ computing grade-point averages
- ★ supervising classrooms or common areas
- ★ keeping clerical records
- ★ assisting with duties in the principal's office
- ★ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS, and school attendance review boards
- ★ serving as a data entry clerk

MISSION



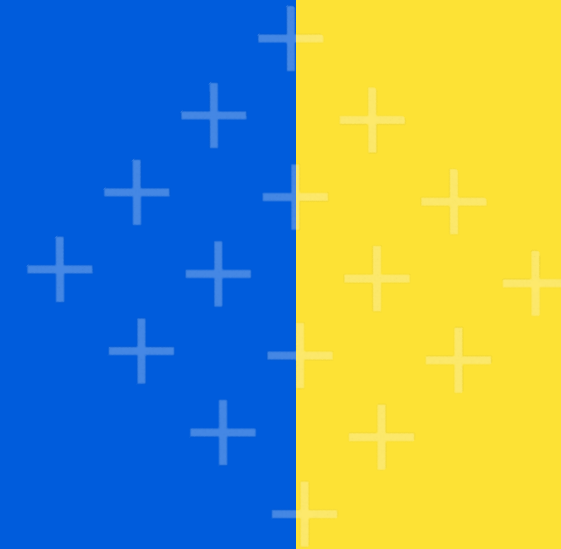
The Hampton Township School District counseling program, based on the American School Counselor Association (ASCA) National Model, supports the District mission through a wide range of developmental services and programs for all students, staff, and parents. This program identifies and mobilizes resources to meet student needs in the domains of academic, career, and social/emotional development. The counseling services and interventions are preventative, proactive, and collaborative while addressing the diverse needs of students.





VISION

The vision of Hampton Township School District's comprehensive school counseling program is for all students to persevere and to be prepared academically, socially, and emotionally. Students will grow and thrive in an ever-changing workforce, interacting respectfully, thoughtfully, and cooperatively with others. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community.

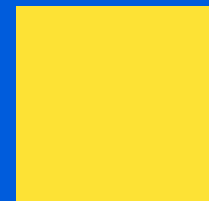




**School Counselors
support development
in three domains:**



Elementary Schools



Melissa Maley – Central (4 days) & Poff (1 day)
Amy Kinney – Wyland (3 days) & Poff (2 days)



Classroom Lesson, Support Groups, Lunch Bunches,
Individual Counseling, Parent Collaboration,
Individual Assistance for Students, Crisis Team
Member, SAP Coordinator, FBR Referrals, Data Team
Member, and Basic Need Support



Middle School

CAREER

- Classroom lessons
- Naviance coordination and programming
- Oversee the completion of career standards at various grade levels

SOCIAL-EMOTIONAL

- Short term individual counseling
 - Responsive or on-going (preventative)
- Coordinate or facilitate small group and skill workshops
- Resource coordination and support
- Classroom lessons
- Wellness studio management and instruction
- Teacher support

ACADEMIC

- Member of interdisciplinary teams
- Coordinate resources and referrals
- Support with course selection and academic planning
 - Academic transition to HS

Middle School - Wellness Studio



Safe space for student to independently cope

On-going education with students through health classes

'21- '22 school year - 30% student population usage

1st Q. 2022:

12% student population usage

Agitation rate - arrival 3.09 → exit 2.09



High School



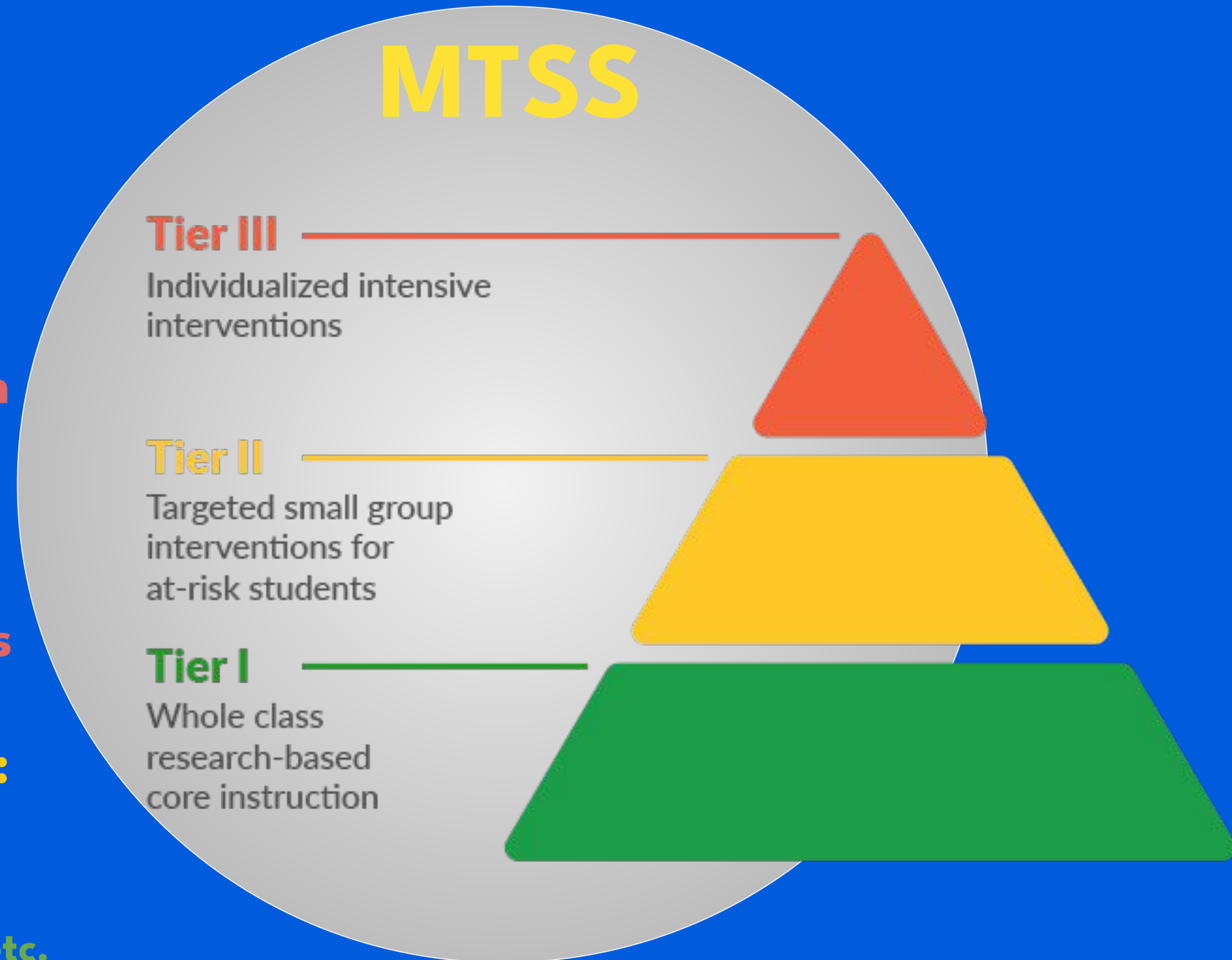
Academic

- Classroom Lessons (post-secondary process, scheduling, Wellness I)
- Group and Individual Interviews
- Post-Secondary Applications/Planning
- Goals: Touch points each year, help students develop independent/self advocacy skills, support students in reaching their personal goals.
- Class of 2022 School Data

High School Cont.

Personal/Social

- **Short-term Counseling**
- **Outside Supports:**
 - **Student Assistance Program**
 - **Screening**
 - **Resources**
 - **Teacher mentor**
 - **Family Behavioral Resources**
 - **Counseling**
- **Small group meetings each year: provide mental health resources**
- **Therapy Dog Program Pilot**
 - **> 60 hrs, 34 classrooms, hallways, etc.**



High School Cont.

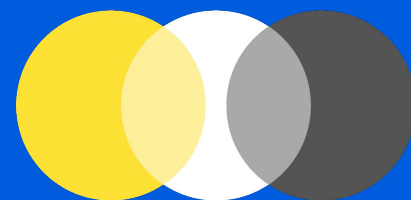
- Careers
 - Classroom lessons
 - Maintain our School Counseling Google Classroom
 - A.W. Beattie Career Center during 2022-2023 SY
 - Naviance programming (oversee Career Standards)
 - HHS Enrichment & Career Services
 - NEW in 2021-22 - Job Shadowing requirements
 - Military representatives visit HHS





What we hope to accomplish with this council

1. Skills our graduates need to be successful
 - a) Soft-skills
 - b) Strategies for physical, mental, and emotional well-being
2. Community Resources



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THANK YOU
FOR ATTENDING

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