

THE EXPANDING ROLE OF THE SCHOOL COUNSELOR

The role of school counselors has evolved significantly in recent years, expanding beyond traditional academic guidance to encompass a holistic approach to student well-being. Today, school counselors serve as advocates for students' mental health, emotional development, and social skills. They offer crucial support in addressing issues like bullying, peer pressure, and substance abuse. Moreover, they play a pivotal role in college and career readiness, assisting students in setting goals and navigating the complex pathways to higher education or vocational training. In an increasingly diverse and inclusive educational landscape, counselors promote equity and inclusion, fostering a safe and supportive environment for all students. Their expanding role reflects the recognition that a student's success extends far beyond the classroom, encompassing their overall growth and well-being.

WHAT CAN ADDITIONAL COUNSELING STAFF HELP WITH?

We can provide your district with an in-person or virtual counselor starting at .2 FTE. Suggested counselor tasks include:

- SEL Lesson Delivery
- Transition planning, career counseling, college prep
- Student assistance with college essays and application
- Executive Functioning Skill Development
- Application prep, common ap prep, NCAA Clearinghouse prep
- Student follow-up

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Non-discrimination Statement

The Nassau BOCES advises students, parents, employees and the general public that it offers employment and educational opportunities without regard to age, color, creed, disability, familial status, gender, gender expression, gender identity, marital status, military/veteran status, national origin, predisposing genetic characteristics, race, religion (including religious practice and/or expression), sex (including pregnancy, childbirth, or related medical condition), sexual orientation or victim of domestic violence status. The Nassau BOCES shall provide equal access to the Boy Scouts and other designated youth groups.

The Nassau BOCES shall not discriminate or take any retaliatory action against an employee with respect to compensation, terms, conditions or privileges of employment because of the employee's or dependent's reproductive health decision-making.

Information and grievance procedures are available by contacting the following individuals at 71 Clinton Road, Garden City, NY 11530: Thomas McGrath, Assistant to the Superintendent - Human Resources & Regional Schools and Instructional Programs at 516-396-2358, tmcgrath@nasboces.org, and/or Selma Stoddard, Esq., Attorney (Employee Relations), Department of Human Resources at 516-396-2360, sstoddard@nasboces.org. For further information, please see Policies **0100 Equal Opportunity and Non-Discrimination**; **0110 Sexual Harassment** and **0115 Dignity for All Students Act**. The entire policy manual is available on the Nassau BOCES website: www.nassauboces.org.

Inquiries concerning the application of regulations prohibiting discrimination may be referred to the above-mentioned individuals or to the following:

- Office for Civil Rights at NY Office for Civil Rights, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500 or call 646-428-3900, or fax 646-428-3843, or TDD 800-877-8339 or email OCR.NewYork@ed.gov or file form at <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.
- The U.S. Equal Employment Opportunity Commission (EEOC) may be reached at 33 Whitehall Street, 5th Floor, New York, NY 10004 or call 1-800-669-4000, or 1-800-669-6820 (TTY), or fax 212-336-3790 or email info@eec.gov.
- The New York State Division of Human Rights (NYSDHR) may be reached at One Fordham Plaza, 4th Floor, Bronx, NY 10458 or call 1-888-392-3644 or 718-741-8300 (TDD/TTY) or email info@dhr.ny.gov, complaint forms may be sent directly to complaint@dhr.ny.gov or faxed to 718-741-8322.



COUNSELOR SERVICES ELEMENTARY & SECONDARY

www.nassauboces.org/mentalhealth

SCHOOL COUNSELOR ROLES

School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career.

ELEMENTARY SCHOOL STUDENTS' DEVELOPMENTAL NEEDS

During the elementary years, students embark on a journey of shaping their academic self-perception, confidence in learning, and competence. This period marks the early stages of honing decision-making, communication abilities, life skills, and the development of core character values. It's a crucial phase where students form their attitudes towards school, self, peers, social circles, and family, laying the foundation for their future growth and interactions.

MIDDLE SCHOOL STUDENTS' DEVELOPMENTAL NEEDS

Middle school marks an exhilarating yet demanding phase for students, their parents, and educators. This transitional period from childhood to adolescence sees middle schoolers driven by a curiosity to explore diverse interests, bridging the gap between classroom learning and real-life application. Their heightened activity levels, coupled with the fatigue stemming from rapid growth, define this stage. Moreover, they embark on a journey to discover their distinct identity, increasingly seeking input and validation from peers over parents. Sensitivity to external comments becomes pronounced, and they heavily rely on friends for solace, comprehension, and approval in navigating this transformative time.



Sources: American School Counselor Association (ASCA)

Student-to-counselor ratio refers to the number of students assigned to each school counselor. The American School Counselor Association (ASCA) **recommends 250 students per school counselor (250:1)**.

This ratio allows the implementation of compressive school counseling programs so that counselors can **effectively deliver developmentally appropriate services** and meet the academic, career, and personal/social support needs of students.

HIGH SCHOOL STUDENTS' DEVELOPMENTAL NEEDS

High school represents the pivotal bridge to adulthood, higher education, and the workforce, as students gradually distance themselves from parental guidance while embarking on a journey to define their independence. At this stage, students grapple with the profound questions of self-identity, recognizing their strengths, and contemplating their future post-graduation. Amidst the turbulence of adolescence, they engage in self-assessment, keenly evaluating their capabilities and talents.

The paramount influence during this period remains their peer group, as they yearn for belonging and rely heavily on peer acceptance and feedback. Simultaneously, they confront heightened pressures related to risky behaviors, including those concerning relationships, alcohol, and drugs, while exploring the boundaries of more responsible conduct and nurturing mature, meaningful connections.

Moreover, students require guidance in leveraging technology to advance their academic and career aspirations, along with support in managing and responding to the challenges of using technology safely and responsibly for personal expression.

What could your district accomplish with additional counseling for students?

**ELEMENTARY,
MIDDLE, AND
SECONDARY
COUNSELORS
IN-PERSON
OR VIRTUAL
STARTING AT
.2 FTE/ 1 DAY
PER WEEK.**