

BAINBRIDGE-GUILFORD CENTRAL SCHOOL

DISTRICT STUDENT SUPPORT TEAM PLAN

INTRODUCTION

The District Student Support Team (DSST) consists of school counselors, school social workers, school psychologist, CSE Chairperson, and an administrator. The plan is comprehensive in that it recognizes and addresses developmental stages and encompasses all grade levels PK-12. The plan is reviewed and revised each year by the DSST team.

VISION

The vision of the Bainbridge-Guilford Central School District Student Services Team is that all students will obtain the skills and abilities necessary to contribute to society in a meaningful way.

MISSION

We believe that all students can learn and can achieve regardless of their previous academic performance, family background, socio-economic status, race and/or gender. The mission of Bainbridge-Guilford Central Schools is to assure that all students acquire the knowledge and skills that enable young people to become productive members of society. It is our goal to educate all students to a higher level of academic performance and foster positive growth in social/emotional behaviors and attitudes to cultivate college and career readiness.

BELIEF STATEMENTS

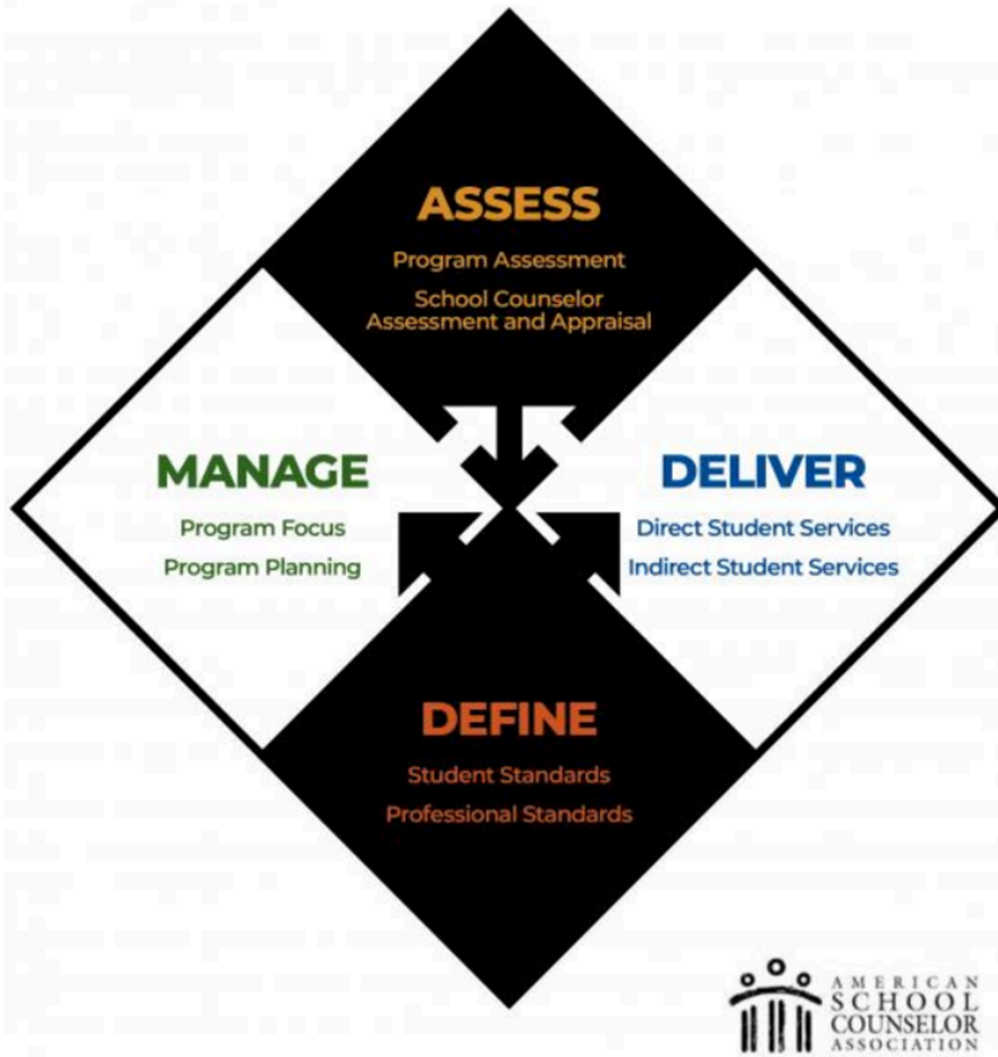
Members of the Bainbridge-Guilford Central School District DSST believe that the program should be:

- Available to all students
- Developmental in nature
- Addressing academic, personal/social, and career needs
- Facilitating progressive, developmental career exposure and exploration
- An integral component of the whole educational experience
- Driven by institutional data to highlight areas of concern and set student and program goals
- In partnership with family and community resources
- Based on student strengths
- Proactive and responsive in the delivery of prevention and intervention services
- Driven by on-going professional growth and reflection
- Committed to equity, diversity, and inclusion

ROLE AND FUNCTION OF SCHOOL COUNSELORS

School counselors are uniquely qualified to address all students' academic, career and personal/ social development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, they provide equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

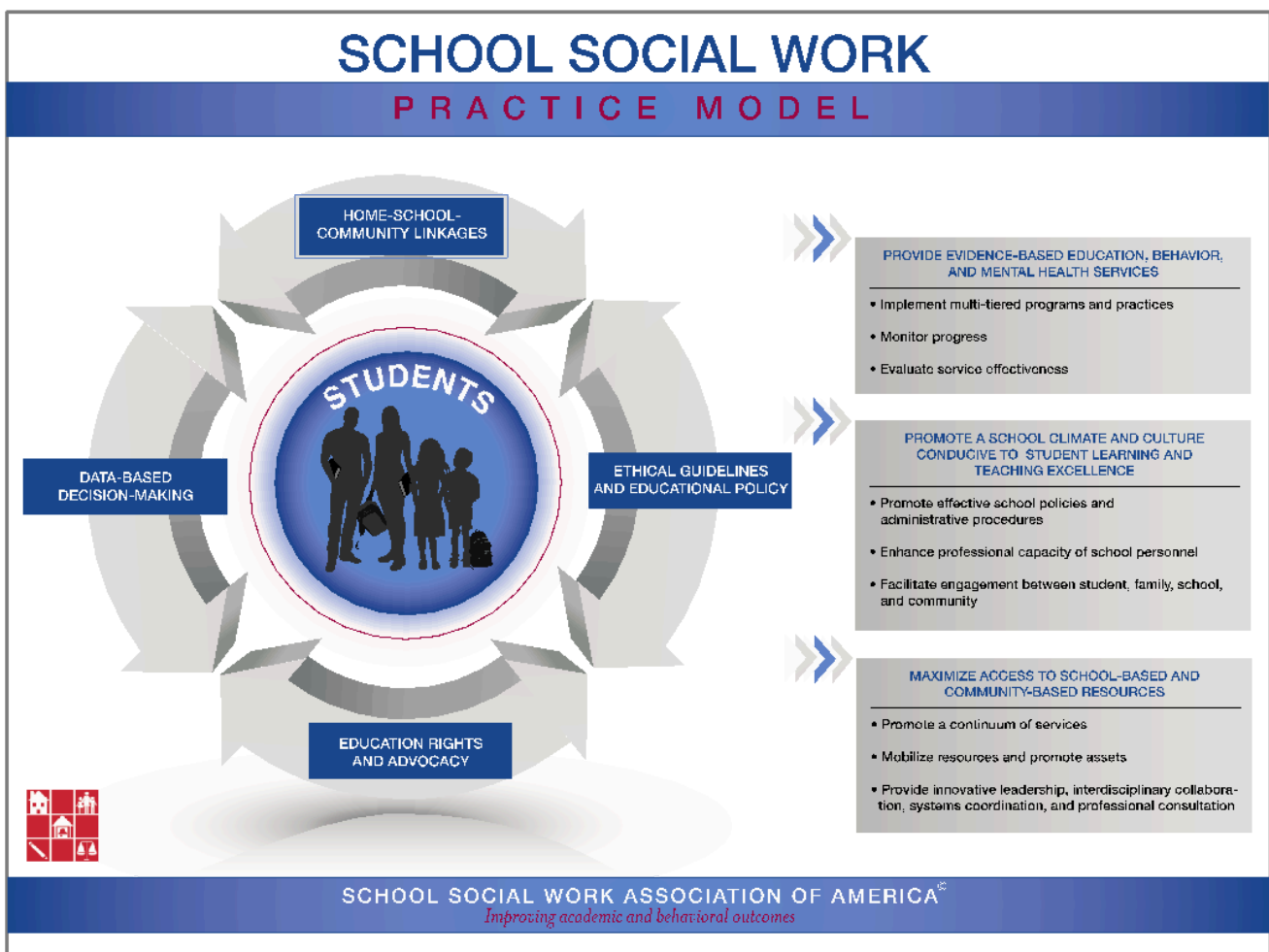
www.schoolcounselor.org



ROLE AND FUNCTION OF SCHOOL SOCIAL WORKERS

School social work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student services team and are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy. School social workers are instrumental in furthering the mission of the schools, which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.

<http://www.sswaa.org>



PLAN COMPONENTS

Individual Student Planning

- review data and update student records
- consult and collaborate with teachers on student progress.
- review and analyze report cards.
- write quarterly progress reports for IEP counseling students and 504 progress reports bi-annually.
- complete intake meetings with new students and families.

Career Education

- create opportunities that allow students to explore and increase awareness of a variety of career fields.
- assist students in identifying and developing skills necessary to become college and career ready.
- assist students in understanding the relationship between personal qualities, education, training, and the world of work.

Parent Involvement

- conference with parents to review student academic and social progress, as well as their goals and abilities.
- conference and/or home visits with parents for students exhibiting academic, behavioral and/or attendance concerns.

Counseling

The counseling process is delivered individually, in small groups, or in the classroom. It is designed to meet the needs of all students using a proactive developmental counseling program that is solution-focused and includes crisis interventions. Counselors focus on the unique developmental life stages as students navigate their school careers.

Counseling is a personal relationship between a professionally trained counselor and a child, which assists the child in communicating and meeting immediate and future needs; and facilitates growth through changes in perception, conviction, attitudes and behavior. Counseling is a positive step toward growth and development. The DSST Members are available to meet with students experiencing academic, social/emotional and behavioral problems affecting academic progress.

- o Large-group counseling is a proactive way to assist students in developing an understanding of who they are. Developmental level is taken into consideration. Students learn to use coping techniques, and look for alternative ways to handle problems. All students will receive consistent messages for life-long skill acquisition, ideally reducing the need for more intensive counseling services.
- o Solution-focused Counseling is an intervention focused on skill building. It is strengths-based and provides small group and classroom opportunities for students to further develop skills.

- o Crisis Counseling is intensive and short term in nature.
- The counseling program includes the functions of counseling, consultation and coordination of services.
 - o The following are areas in which the DSST members may address with students:
 - coping with family issues
 - dealing effectively with interpersonal relationships
 - support and enhance the learning process
 - personal adjustment problems
 - o DSST Members will:
 - counsel students referred by teachers, parents, administrators or other professionals individually and in small groups.
 - provide support services to the Special Education students of the district.
- CONSULTATION: is provided through direct consultation and collaborative Student Support teams, and benefits students by utilizing the counselor's specialized knowledge, information and skills with parents, faculty and other education and/or service providers. The DSST Members:
 - o consult with building or grade-level Student Services Teams and family to address various student concerns affecting academic success (at risk factors).
 - o consult with Special Education staff on a regular basis to address various student concerns.
 - o evaluate the achievement, ability, and interests of individual students, and report the results to appropriate staff members and parents.
 - o consult with parents, teachers, and administrators concerning student problems and refer students to outside agencies when appropriate and necessary.
 - o assist teachers and administrators with student promotion/retention decisions.
 - o support teachers, administrators, and staff in resolving issues such as classroom management, learning styles, changes in student behavior, and the impact of social, economic, and cultural problems in learning.
 - o support parents and encourage parent involvement in their child's education by providing parenting skills information, behavior management approaches, and referrals to other services.
 - o facilitate teaming and collaboration among faculty/staff, parents and community to encourage systems with a common goal to work together.
 - o consult with community agencies, including Social Services, Child Protective Services, Physicians, Liberty Partnership Program (LPP), Probation Department, Foster Care Placement, and other counseling services.

- o Identified member to serve as Foster Care Liaison
- o Identified member to serve as McKinney Vento Homeless Liaison
- o Identified member to serve as District Child Protective Services (CPS) Liaison
- The DSST Members organize and facilitate programs that positively affect the total school environment and reinforce goals of the counseling program. The DSST members:
 - o coordinate counseling programs and services.
 - o plan and coordinate career development programs for students.
 - o interpret and analyze standardized tests.
 - o participate in conferences with parents and/or teachers concerning various student issues.
 - o assist with orientation programs for all new students entering BGCSD.
 - o facilitate the transition of students entering BGCSD.
 - o gather and disseminate helpful information to parents concerning child development and parental roles.
 - o contribute information to the community via a variety of methods (district newsletter, local newspapers, school website, social media, etc...) when appropriate concerning counseling services.
 - o provide information to interested parents concerning counseling services.
 - o provide a written description of counseling services for distribution. (counseling brochure)
 - o prepare a counseling budget each year and order materials annually.
 - o maintain accurate records on pupils referred for counseling services.
 - o develop and implement classroom presentations that are developmental and preventative addressing needs identified by classroom teachers, administrators and DSST members.
 - o contact other schools concerning students transferring in or out of the district.
 - o work with other support services to best meet student needs such as administration, special programs (which includes special education, remedial services, speech, OT, PT), and the nurse.
 - o perform other tasks as assigned by administration.

Advising

- provide advisory assistance to students, parents, teachers and administrators in the areas of attendance, academic problems, and social, emotional, behavioral/adjustment problems.
- advise students and parents about the attendance policy when there is an attendance concern.
- refer students to the Student Support Team.

- collaborate with special education staff, attend CSE (Committee on Special Education) meetings to discuss student academic and behavioral progress and concerns.
- schedule all students.
- collaborate with the Special Education staff, attend CSE meetings to discuss student academic, social/emotional, and behavioral progress and concerns.
- Social/Emotional PLEPs for IEP counseling students in collaboration with Special Education teachers.
- Attend CSE meetings to report on social/emotional progress and make appropriate recommendations for services and placement.

Assessment

- Complete classroom observations.
- Provide social histories.
- Develop individual student counseling goals.
- Monitor and communicate progress of services.
- Disseminate data collection to appropriate teams.
- Perform additional cognitive/behavioral assessments as needed.

PRIMARY SCHOOL, GUILFORD ELEMENTARY - PK - GRADE 1

The responsibility of the Primary School DSST Members is to implement the counseling program at Grades PK - 1. It is designed to meet the needs of the total school population and identify and serve students presenting with at-risk factors through collaboration and consultation.

INDIVIDUAL STUDENT PLANNING

Primary DSST Members:

- develop progress monitoring tools and data collection.
- review and update guidance files.

CAREER EDUCATION

- exposure to careers
- character education (I-Care Cat)
- personal safety curriculum
- self-regulation curriculum

PARENT INVOLVEMENT

Primary DSST Members communicate with parents using a variety of different methods such as in-person conferences, phone calls, letters, monthly newsletters, school website, etc. Additionally, the Primary DSST members:

- are involved in Kindergarten screening process, and interviews with parents of students entering Kindergarten.
- complete intake interviews with all Pre-K families either in home or at school.

PRIMARY DSST MEMBER ROLES (Ongoing)

- Individual/Group/Classroom Counseling
- Parent Contacts
- Collaboration with various stakeholders for proper placement (RtI [Response to Intervention], Special Education)
- Building DASA Coordinator

GRADE PK - 1 COUNSELING GROUPS

A. Developmental Prevention

- Character Education
- Bully Prevention Program
- Personal Safety
- Tolerance
- Diversity
- Inclusion
- Self-Concept
- Getting Along with Others/Cooperation
- Study Skills
- Test Taking Skills
- Social Skills

B. Skills-Based Groups

- Family Changes (situations such as divorce, incarceration, adoption, foster care, substance abuse, etc...)
- Conflict Resolution

- Friendship
- Self-Esteem
- Grief & Loss
- Lunch Bunch
- Self-Regulation
- Other groups formed as needed to deal with student issues that arise

PRIMARY DSST MEMBER COMMITTEE INVOLVEMENT

- CSE
- Building SST
- DSST
- 504 Committee
- Crisis Team
- Incident Management Team

OTHER ACTIVITIES OF THE PRIMARY DSST MEMBERS

- Facilitate grade-level transitions with classroom lessons, collaboration with DSST members, and visiting the intermediate school.
- Contribute to the School Newsletter.
- Attend Chenango County School Counselors Association meetings to keep current on issues affecting schools.
- Facilitate communication between students, staff, parent(s), administration, and community agencies.

INTERMEDIATE SCHOOL, GREENLAWN ELEMENTARY- GRADE 2 – GRADE 6

The responsibility of the Intermediate School DSST Members is to implement the developmental counseling program at grades 2-6. It is designed to meet the needs of the total school population and identify and serve students presenting with at-risk factors through collaboration and consultation.

INDIVIDUAL STUDENT PLANNING

Intermediate DSST Members:

- consult and collaborate with teachers on student progress.
- review report cards and test scores.

- meet annually with sixth grade students to discuss academic goals and career interests.
- Create students' annual schedules - balancing student population per class.

CAREER EDUCATION

Intermediate DSST Members:

- collaborate to create and deliver school wide career exploration activities.
- review career education programs.
- conduct vocational assessments to assess interests.

PARENT INVOLVEMENT

The Intermediate DSST Members communicate with parents using a variety of different methods such as in-person conferences, phone calls, letters, monthly newsletters, school website, etc. The DSST Members conference with parents using the previous methods to review:

- academic and social progress
- goals and abilities

INTERMEDIATE DSST MEMBER ROLES (Ongoing)

- Placement Identification (Rtl, Special Education)
- Scheduling
- Individual and Group Counseling
- SEL class curriculum and teaching
- Academic Advisement
- Parent Contacts
- Building DASA Coordinator

INTERMEDIATE SCHOOL COUNSELING GROUPS

A. Developmental Prevention

- Character Education
- Bully Prevention Program
- Personal Safety
- Tolerance
- Diversity

- Inclusion
- Self-Concept
- Getting Along with Others/Cooperation
- Study Skills
- Test-Taking Skills
- Social Skills
- Digital Citizenship

B. Skills-Based Groups

- Family Changes (situations such as divorce, incarceration, adoption, foster care, substance abuse, etc...)
- Conflict Resolution
- Friendship
- Self-Esteem
- Grief & Loss
- Lunch Bunch
- School Adjustment
- Self-Regulation
- Other Groups formed as needed

DSST MEMBER COMMITTEE INVOLVEMENT

- CSE
- Building SST
- DSST
- 504 Committee
- Crisis Team
- Incident Management Team
- District Threat Assessment Team

OTHER ACTIVITIES OF THE INTERMEDIATE SCHOOL DSST MEMBERS

- Facilitate grade-level transitions through consultation with previous and future teachers and DSST/SST members, building visitations, and classroom lessons.
- Contribute to the School Newsletter.
- Complete verification process for grades and report cards.

- Attend Chenango County School Counselors Association meetings to keep current on issues affecting schools.
- Facilitate communication between students, staff, parent(s), administration, and community agencies.

JUNIOR HIGH SCHOOL – GRADE 7 AND GRADE 8

Services provided at the Jr High School level involve transitioning students into multiple classes, levels and services. Ongoing assessments are directed at providing a "best fit" for all students. Social development is a strong focus. It is designed to meet the needs of the total school population and identify and serve students presenting with at-risk factors through collaboration and consultation.

INDIVIDUAL STUDENT PLANNING

Jr High School DSST Members:

- meet annually with students to review individual progress.
- review personal abilities, career goals and begin to discuss post-secondary alternatives.
- initiate and review teacher recommendations for course selections.
- make program adjustments when necessary.
- create students' annual schedules - balancing student population per class.

CAREER EDUCATION

Jr High School DSST Members:

- help students understand the relationship between current course offerings and their career goals.
- collaborate with the FACS Teacher to begin a career plan, conduct an interest inventory and review individual career exploration projects.
- organize and facilitate 8th grade BOCES Career Technical Center visit.
- meet with 8th grade students in class setting to review planning for High School requirements and options in collaboration with high school DSST members.

PARENT INVOLVEMENT

The Jr High School DSST Members communicate with parents to facilitate their support in their child's school adjustment and social/emotional health using a variety of different methods such as:

- individual conferences

- phone conferences
- home visits
- written communication

JR HIGH SCHOOL DSST MEMBER ROLES (Ongoing)

- CSE Annual Review
- Placement Identification (Rtl, Special Education)
- Scheduling
- Individual/Group/Classroom Counseling
- Academic Advisement
- Parent Contacts
- Building DASA Coordinator

GRADE 7-8 COUNSELING GROUPS

A. Developmental Prevention

- Character Education
- Bully Prevention Program
- Personal Safety
- Tolerance
- Diversity
- Inclusion
- Self-Concept
- Getting Along with Others/Cooperation
- Academic & Personal Responsibility
- Test-Taking/Study Skills
- Anxiety
- Social Skills
- School Adjustment
- Digital Citizenship

B. Skills-Based Groups

- Family Changes (situations such as divorce, incarceration, adoption, foster care, substance abuse, etc...)
- Conflict Resolution

- Friendship/Peer Mediation
- Self-Esteem
- Grief & Loss
- School Adjustment
- Study Skills and Time Management
- Self-Regulation/Anger Management
- Other Groups formed as needed

JR HIGH SCHOOL DSST MEMBER COMMITTEE INVOLVEMENT

- CSE
- 504 Committee
- Crisis Team
- Liberty Partnership Liaison
- Building Incident Management Team
- Jr-Sr High Student Support Team
- 7-8th grade levels team member/facilitator
- Jr-Sr High Pupil Personnel Services Team
- DSST
- District Threat Assessment Team

ADVISING

Jr High School DSST Members:

- assist students in the areas of curriculum options, educational and career plans. Provide students with the materials and information that will allow them to explore careers and education/training requirements.
- meet with students in classrooms and individually to review the graduation requirements, scheduling options and grade level requirements.
- complete verification process for quarterly teacher grades and report cards.
- continue responsibilities beyond the school year to assist with summer school/Regents review registration and Master Scheduling revisions, as well as schedule review for all students prior to the school year.
- provide information to students and parents about grade level transitions.

OTHER ACTIVITIES

- Contribute to School Newsletter
- Update Student Handbook
- Facilitate Honor/Academic Awards Ceremony
- Facilitate 6th grade transition: parent information night, Jr. High visitation, summer orientation, classroom visits
- Update Jr High Survival Guide
- Update planning for High School Book
- Develop annual reporting date schedule for quarterly grade deadlines.
- Complete verification process for quarterly grades and report cards
- Collaborate with grade appropriate special education teachers to establish annual schedules for students, determine need for aide services, and establish special education teacher schedules based on the needs of students.
- Facilitate communication between students, staff, parent(s), administration, and community agencies.

HIGH SCHOOL - GRADES 9-12

INDIVIDUAL STUDENT PLANNING

High School DSST Members:

- create four year plans for all incoming high school students.
- meet annually with students to review progress toward education and career goals.
- review student achievement, career goals and post-secondary options, including work, college, and the military.
- review and analyze report cards quarterly.
- consult with teachers regarding student course selection.
- make schedule adjustments when necessary
- consult with administrators, teachers, parents, and students regarding alternate pathways to graduation and alternate credentials.
- collaborate with teachers, parents, CSE, and students when considering an alternative educational placement.

CAREER EDUCATION

High School DSST Members:

- assist students in considering various careers and the educational and skill requirements of careers.

- complete individual student career plans.
- help students understand the relationship between current course offerings and their career goals.
- facilitate admission to vocational programs at BOCES and at colleges.
- help students in exploring opportunities in higher education and facilitate contacting, meeting with, and applying to those institutions.
- provide students with pertinent information regarding community based internships and help to initiate relationships between students and business leaders.
- conduct interest inventories when applicable
- support Life Beyond High School Team

PARENT INVOLVEMENT

High School DSST Members:

- confer with parents about course selection and progress towards graduation requirements.
- confer with parents about college choices, application procedures and financial aid.

HIGH SCHOOL DSST MEMBER ROLES (Ongoing)

- CSE Annual Review
- Placement Identification (Rtl, Special Education)
- Scheduling
- Individual/Group/Classroom Counseling
- Academic Advisement
- Parent Contacts

GRADE 9-12 COUNSELING GROUPS

A. Developmental Prevention

- Character Education
- Bully Prevention Program
- Personal Safety
- Tolerance
- Diversity
- Inclusion
- Self-Concept
- Cooperation
- Academic Responsibility (PowerSchool access)

- Test-Taking Skills
- Anxiety
- Social Skills
- Digital Citizenship

B. Skills-Based Groups

- Family Changes (situations such as divorce, incarceration, adoption, foster care, substance abuse, etc...)
- Conflict Resolution
- Friendship
- Self-Esteem
- Grief & Loss
- School Adjustment
- Study Skills and Time Management
- Self-Regulation
- Other Groups formed as needed

HIGH SCHOOL DSST MEMBER COMMITTEE INVOLVEMENT

- CSE
- 504 Committee
- Crisis Team
- Jr-Sr High Student Support Team
- Jr-Sr High Pupil Personnel Services Team
- DSST
- Facilitate grade level meetings
- Scholarship/Award Committee

ADVISING

High School DSST Members:

- advise students of curriculum options, educational and career plans that will allow them to explore job fields, education, and/or training requirements.
- meet with students in classrooms and individually to review the graduation requirements, scheduling options and grade level requirements.
- continue responsibilities beyond the school year to do summer school registration and master scheduling revisions.

- review schedules for all students prior to the school year.
- adjust schedules throughout the year, including summer, based on student needs.
- provide information to students and parents about college programs, applications and financial aid.

ASSESSMENT

High School DSST Members:

- review and process the Regents exams.
- assist in organizing test schedule for Regents exams.
- order, review, and process the PSAT exam as preparation for the SAT.
- order, review, and administer the SAT exam during the school day.
- provide information to students and parents about college admission tests (SAT).
- assist students in registering for exams, obtaining fee waivers and/or test modifications if applicable.
- assist students needing to re-take Regents exams at B-G or summer school to meet graduation requirements.
- disseminate assessment results to appropriate stakeholders.
- facilitate college, military, and workplace application processes.

OTHER ACTIVITIES

- Contribute to School Newsletter
- Update Student Handbook and Curriculum Guide
- Advise and facilitate students pursuing Associates Degree and/or online college-level coursework.
- Facilitate concurrent enrollment coursework by serving as liaison between BG and TC3.
- Advise in the development of new courses.
- Establish course codes for existing and new courses for purposes of NYS tracking.
- Hand schedule students' schedules and balance student population per class.
- Meet with students Individually to review PSAT reports, analyze the results, relate results to SAT exam and introduce students to Collegeboard.org
- Organize and facilitate 10th grade BOCES roadshow and 10th grade trip to BOCES.
- Organize and facilitate college visitation days.
- Disseminate financial aid information
- Facilitate 8th grade parent information night
- Facilitate annual awards ceremony for grades 9-12 in June.

- Develop annual reporting date schedule for quarterly grade deadlines.
- Complete verification process for quarterly teacher grades and report cards.
- Consult and collaborate with SchoolTool regarding data verification as needed.
- Verify diploma types, career pathways, and postgraduate plans.
- Verify transcripts
- Review, update and revise graduation tracking requirements on 4 Year Planning Card.
- Coordinate application progress for BOCES applications for CTE programs and serve on the CTE application committee.
- Coordinate New Visions program.
- Collaborate with grade appropriate special education teachers to establish annual schedules for students, determine need for aide services, and establish special education teacher schedules based on the needs of students.
- Facilitate communication between students, staff, parent(s), administration, and community agencies.

Updated 7/2024 by:

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