

Southwood High School's Mission Statement

The mission of Southwood High School is to provide all students with an educational foundation for reaching their maximum potential.

Counseling Department Mission Statement

The mission of the Southwood High School Counseling department is to support and assist all students in the pursuit of excellence in academic knowledge, skills, and behavior as they develop their postsecondary plans. All students, through their participation in our comprehensive, developmental and data-driven school counseling program, will be provided with opportunities to achieve their greatest potential. Counselors will effectively collaborate and consult with students, parents, teachers, administrators and community members to address and remove barriers to student success. The counseling program ensures all students have equitable access to learn academic, career-oriented, and social/emotional skills that will help them to become healthy, successful, global citizens.

Philosophy Statement

The Southwood High School Counseling department envisions success for all students in their postsecondary pursuits through the application of the knowledge and life skills learned from our program. Students will live empowered lives, motivated to fulfill their dreams and reach their greatest potential.

The CDSCP Goals

As a result of the comprehensive developmental school counseling program (CDSCP):

1. Students (100%) will receive indirect/direct classroom guidance monthly that addresses the areas of learning strategies, self-management, and social skills.
 - a. M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

- b. B-SMS 8. Demonstrate the ability to balance school, home and community activities.
- 2. Students (100%) will receive academic guidance prior to course registration each semester.
 - a. B-LS 8. Actively engage in challenging coursework.
 - b. B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.
- 3. Students will receive minimally one classroom guidance lesson in the area of post-secondary planning at each grade level.
 - a. B-LS 7. Identify long- and short-term academic, career and social/ emotional goals.
 - b. M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Southwood High School's Crosswalk Tool

	August	September	October	November	December
9th	<p>M 4. Classroom Guidance: "What Do I Want to be and What Does It Take" PM College Fair for Students and Parents</p>	<p>B-SMS 8.; B-LS 3. Classroom Guidance: Is this Jar Full? In class Demo https://www.youtube.com/watch?v=6_N_uvq41Pg&t=120s</p>	<p>M 1. Classroom Guidance: Understanding and Coping with Anxiety/Coping Skills Bingo</p> <p>Mental Health Grade Hallway Board Individual Meetings: Health Check/Coping Skills</p> <p>Red Ribbon Week</p>	<p>B-SS 6. Field Trip/Class Guidance: Escape Room Activity</p>	<p>B-SS 2. Classroom Guidance: "Find Someone in the class who..." Classmate Biographies Peer Tutoring</p>
10th	<p>M 4.; B-SS 6. 1) Small groups: Note taking skills, study skills, and time management skills; 2) Small groups: PSAT study time (also offered as an afterschool activity) M 1. Classroom Guidance: "Name the emotion that you're bringing into class" and "Write down, rip up, and throw away your stress" M4. Classroom guidance: "Did you know that you can earn college credit while you are in high school?" B-SMS 8. Evening meeting with Parents: "Did you know that your student can earn college credit while they are in high school?"</p>	<p>M4.; B-LS 7. Classroom guidance: Information about "Career Information Day" (occurs later in the month) M4.; B-LS 7. Classroom guidance: "How to complete a job application" and "Resume and Interviewing Skills" (bring in presenters on the "Resume and Interviewing Skills" topic) M 4.; B-SS 6. 1) Small groups: Note taking skills, study skills, and time management skills 2) Small groups: PSAT study time (also offered as an afterschool</p>	<p>M 4.; B-SS 6. 1) Small groups: Note taking skills, study skills, and time management skills 2) Small groups: PSAT study time (also offered as an afterschool activity) M1.; B-SS 6.; B-SS 7; B-SMS 7. Classroom guidance: "Team Building Skills" and "Anti-Bullying" M 1. Before school activity: Mindfulness Group Session Red Ribbon Week</p>	<p>M 4.; BS-LS 8. Individual Planning: Class Selection- AP or Dual Enrollment Class Registration M 1.; B-SS 6.; B-SS 2. Classroom guidance: "Starting positive" M 4. College Fair M 4.; B-LS 7; BS-LS 4. Classroom guidance: "Starting the College Selection Process"</p>	<p>M 1.; M 4.; BS-LS 4.; B-LS 7.; B-SMS 8. Classroom guidance: "How to balance school, home, and community activities" M 4.; B-LS 7; BS-LS 4. Classroom guidance: "Completing College Applications and Scholarships" M 4.; B-SS 2. College Tours M 1. After school activity: Mindfulness Group Session</p>

		activity) M 1. Before school activity: Mindfulness Group Session			
11th	B-LS 7. Classroom Guidance: Goal Setting and Motivation (vision board activity and bulletin board for the junior hall)	B-SS 6. Classroom Guidance: Team Building and Cooperation with student activity -School Clubs Fair	M 1. Classroom Guidance: Healthy Mind and Body Yoga (before and after school event) -Red Ribbon Week	M 4. Classroom Guidance: College and Career Search Using Gafutures.org Fall Parent Night: "College/Career Road Map" (Small Group and Gallery Walk)	B-SMS 8. Classroom Guidance: Priorities and Balance (school, home, community) Small Group: Further discussion of managing priorities and balancing responsibilities (after school)
12th	B-LS 7. Classroom Guidance: New school year orientation and Establishing the requirements and expectations of a senior Assembly: Graduation Requirement and Staying on Track	B-LS 8. Classroom Guidance: Conduct an last mintue ACT/ SAT Drive for all seniors considering post-secondary. B-LS 4. B-SMS1 Individual Meeting: Complete Action Plans for each Senior	B-SS 6. Classroom Guidance- Improving Communications Skills -Red Ribbon Week	M 4. Group: Students will participate in application drive - November Georgia Apply to College	B-SS2. Classroom Guidance: Connecting to Your community

<p>Classroom Guidance: demonstrate perseverance to achieve long-term and short-term goals. Short/Long term goals assignment (check-in May, steps taken, what they've achieved)</p>	<p>Classroom Guidance: Students will actively engage in coursework. M1.: Students will design and present lesson plans that address issues of all students in their grade.</p>	<p>Individual Planning: Demonstrate the ability to balance school, home, work, and community activities. M 1.; Google Calendar Webinar M 4.; Schedule planning, adjustment checklist</p>	<p>Individual Planning: Applying self-motivation and self-direction to learning. M 1.; Personal Motivational Weebly Page M1.; Mindfulness Group, After school Yoga session</p>	<p>Classroom Guidance: Use leadership and teamwork skills to work effectively in diverse teams. M 4.; Group obstacle course in physical education</p>
<p>M 1.; M 4.: Individual Planning: Academic and Career Advisement M 4.; B-LS 7; BS-LS 4. Classroom guidance: "Completing College Applications and Scholarships" M 4.; B-SS 2. College Tours M 1. After school activity: Mindfulness Group Session</p>	<p>M 4.; B-SS 2. College Tours M 4.; B-LS 7; BS-LS 4. Classroom guidance: "Completing College Applications and Scholarships" M 1.; M 4. Individual Planning: Scheduling for Upcoming Year {individual student advisement and scheduling) M 1.; M 4.; B-SMS 8. Parent Collaboration and Consultation M 1. After school activity: Mindfulness Group Session</p>	<p>M 4. Advanced Placement Test Registration M 1.; M 4. Individual Planning: Scheduling for Upcoming Year {individual student advisement and scheduling) M 1.; M 4.; B-SMS 8. Parent Collaboration and Consultation M 1. After school activity: Mindfulness Group Session</p>	<p>M 1.; M 4. Individual Planning: Scheduling for Upcoming Year {individual student advisement and scheduling) M 1.; M 4.; B-SMS 8. Parent Collaboration and Consultation M 1. After school activity: Mindfulness Group Session</p>	<p>M 4. Advanced Placement Test Pre-Examination Meeting and Test Administration M 1.; M 4. Individual Planning: Scheduling for Upcoming Year {individual student advisement and scheduling) M 1.; M 4.; B-SMS 8. Parent Collaboration and Consultation M 1. After school activity: Mindfulness Group Session</p>
<p>B-SMS 7. Classroom Guidance: Problem Solving And Coping Skills role play</p>	<p>B-SS 2. Classroom Guidance: Building Healthy Relationship (Speed Dating activity)</p>	<p>B-LS 3. B-LS 8. Classroom Guidance:ACT/SAT strategies and dates Spring Parent Night AP/IB/Honors Course Fair</p>	<p>B-SMS 1. Classroom Guidance: Graduation Checklist Individual Meetings: Progress toward graduation requirements For students who are not on track</p>	<p>M 5. B-LS 1. B-LS 4. Classroom Guidance: Ways to develop mind, body, self during summer vacation. Discussion of programs held at the school, internships, jobs, and courses that can be taken at local colleges for credit. Individual Meetings: Advising for scheduling, discuss recommendations for rigorous coursework, academic goals for senior year, and summer Opportunities for remediation or extension.</p>

M1. Classroom Guidance: Stress Management	M-5 Classroom Guidance: Making Your Resume Shine	B-LS1 Classroom Guidance: Post - Secondary Planning: Choosing a Major and Research Jobs based off Majors	B-LS3 Workshop: How to read a syllbus and plan you assignments to avoid procrasnation?	B-SMS 8. Workshop: Living on Your Own As A College Student
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Historical Trends

Methods beyond family were needed to provide young people with support for their issues. Systematic guidance is a fairly American creation (Erford, 2015). Systematic guidance in schools did not happen instantaneously or overnight. Erford's text states that the four most important conditions to the rise of guidance and counseling were: division of labor, the growth of technology, the extension of vocational education, and the spread of modern forms of democracy.

While Frank Parsons is considered the "father of vocational guidance", there were pioneers like George Merrill, Jesse B. Davis and Eli W. Weaver, who came before him to help lay the groundwork (Erford, 2017). The 1950s and 1960s saw a rise in training and formal guidance work in schools. At its current state the profession is constantly refining and revamping the role of counselors.

ASCA national model was created in 2003 and there has been a push for school counseling to develop more equipped models to handling issues of students in the school and their community. As future school counselors, we must adhere the ASCA national model to better serve schools but most importantly the community. Being an advocate for the student at all times means you have keep their needs at the forefront.

Georgia's department of education governs public education. The department of education is responsible for an array of school-related matters, including curriculum, textbook adoption, assessment, safety, nutrition, and transportation. In addition, they also publish a yearly report card for the state as well as individual school systems and school. Until 1996, Georgia never established a uniformed standard; as a result, many districts appointed the board of education and elected the district superintendent.

Currently, each local school district has an appointed superintendent and an elected board of education (Mewborn, 2017). Creating this governance has aided in the progression of the professional school counselor. School counselors in Georgia were able to see a drastic change once the entire state implemented a uniform standard of selecting a district superintendent and it's board of education. "A study done in Gwinnett County, Georgia shows that school counselors impact students' academic performance and can increase the on-task, productive behavior of students and reduce disruptive behaviors" (Mullis, Otwell, Thomas, and Watts, 1997).

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