

SCHOOL COUNSELING MISSION STATEMENT



The mission of the counselors at Dexter High School is to provide high quality, comprehensive school counseling services to all students. Our program, as guided by the ASCA National Model, is designed to help all students develop and enhance their academic, career, and personal/social strengths in order to become responsible and productive citizens. There is a commitment to individual uniqueness and the maximum development of human potential.

Through the skillful use of strategic, timely, and personal interventions, counselors customize educational experiences in order to enhance capabilities, close achievement gaps among high and low performing groups and support positive choices.

SCHOOL COUNSELING BELIEFS

The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is preventive and proactive; it encourages students, staff, and community to appreciate the contributions, rights, and responsibilities of themselves and others.

The school counselors at Dexter High School believe:

1. All students can achieve at high levels.

2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a full-time licensed, professional school counselor.
4. All students diverse differences are considered in the design and delivery of school counseling services.
5. All students can expect that school is a safe and nurturing environment.

Dexter High School's Comprehensive School Counseling Program

1. Is an integral part of the total educational process of the Dexter Community Schools.
2. Is planned, coordinated, managed, and evaluated by the school counselors.
3. Is available to all students to assist them with personal-social, educational, and career counseling needs.
4. Stimulates student learning.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents and the community to further student achievement.
7. Is continuously refined and improved through systematic review and evaluation of student performance data.

All counselors at Dexter High School:

1. Are guided by the Ethical Standards of American School Counseling Association and the Michigan School Counselors Association.
2. Engage in scholarly professional development activities.

DELIVERY SYSTEM

Role of the School Counselor

Guidance Curriculum

- Classroom Instruction: School counselors instruct, cooperatively-teach, and provide assistance in teaching the school guidance curriculum.
- Interdisciplinary Curriculum Development: School counselors participate on interdisciplinary teams to develop and to refine curriculum in content areas.
- Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- Parent Workshops and Instruction: School counselors conduct workshops and

informational sessions for parents or guardians to address the needs of the school community and to implement the school guidance curriculum.

Individual Student Planning

- Individual or Small-group Appraisal: School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- Individual or Small-group Advisement: School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational, and occupational goals.

Responsive Services

- Consultation: School counselors consult with parents, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Individual and Small-group Counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
- Crisis Counseling: Counseling, comfort, and support are provided to students and families facing traumatic situations. School-based crisis response is offered onsite and is timely in nature.
- Referrals: School counselors use referral sources to address concerns such as suicidal ideation, violence, abuse, depression, anxiety, and family difficulties.
- Peer Facilitation: Many school counselors train students as peer mediators, conflict managers, tutors, and mentors.
- Strategic Interventions: School counselors customize educational experiences in order to enhance capabilities and support positive choices.

System Support

- Professional Development: School counselors are involved regularly in updating and sharing their professional knowledge and skills.
- Collaboration and Teaming: Through consultation, partnering, collaborating and teaming, school counselors make important educational and psychological contributions to the school system.

- **Program Management and Operations:** This includes planning and management tasks needed to support activities conducted in the school counseling program.
- **Data Analysis:** School counselors analyze student achievement and counseling program-related data to evaluate the counseling program, to conduct research on activity outcomes, and to discover gaps that exist among different groups of students that need to be addressed.

NATIONAL STANDARDS FOR STUDENT ACADEMIC, CAREER AND PERSONAL/ SOCIAL DEVELOPMENT

Academic Development:

- Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Students will understand the relationship of academics to the world of work and to the life at home and in the community.

Career Development:

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development:

- Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals and take necessary action to achieve goals.
- Students will understand safety and survival skills.

9th – 12th FOCUS AREAS

High school years encourage continued awareness and exploration activities, learning is focused on skill development and planning activities, and learning is focused on:

- Transitioning to Post-secondary Education

- Improving Academic Self-Efficacy
- Respecting Self and Others
- Relating School to Life