

Slide 1:

Covina High School
Traweek Middles School
Grovecenter – Rowland – Manzanita – Workman
School Counseling Program and Resources

Slide 2:

Agenda:

- Introductions
- Role of School Counselor
- Covina & Traweek Counseling Program
- Academic Support
- College/Career
- Social/Emotional
- School Counseling During Distance Learning

Slide 3:

Covina High School Counselors:

Wendy Travis: Students with Last Names A-Ga

Winlor Change: Students with Last Names Gh-O

Josh Washington: Students with Last Names P-Z

Slide 4:

Covina High School Counseling Department

Andrew Peregoy: School Psychologist

Samantha Bandstra: ASW

Laurie Pieper: Counseling Clerk

Elizabeth Romero: College and Career Center Assistant

Slide 5:

Traweek Counseling Department

Christina Rojas: School Counselor

Eric Avelar: School Psychologist

Maribel Fuentes: ASW

Slide 6:

Role of the School Counselor

- Academic
- College/Career
- Social/Emotional

Slide 7:

Covina High School Counseling Program Mission Statement

The mission of the Covina High School Counseling Department is to provide all students with a proactive and equitably comprehensive program to address students' academic, college/career and social/emotional needs. Through partnership and collaboration with all stakeholders, Covina High Counselors work to ensure students become successful, contributing citizens and lifelong learners in an ever changing world.

Slide 8:

Traweek Counseling Program Mission Statement

The mission of the Traweek Middle School Counseling Department is to provide all students with equal access to a comprehensive, and developmentally appropriate program that supports students' academic/career goals, and social-emotional needs. Through partnership and collaboration with parents, guardians, staff and community members, we strive to empower all students to become successful, productive, lifelong learners.

Slide 9:

Academic Support

- Collaborate with teachers, students, parents, and administrators
- A-G Graduation Status (high school)
- Class Scheduling
- Tutoring Resources/Office Hours
- SST Process
- 504 Accommodation Plans

Additionally for Middle

- Grade level Tutoring
- Paper.co
- Intervention Placement
- Engagement programs

Slide 10:

How to ask for academic help?

If your child is struggling with content in a class:

- 1) Have a conversation with your child about what is going on in the class
- 2) Reach out to your child's teacher via email and share with them what you discussed
 - a) Ask for support, clarification on an assignment, tips to help them through the content, etc.
- 3) Be sure to give teachers a day or two to respond via email
- 4) If you need further assistance, always feel free to contact your counselor or an administrator for support.

It's OK to ask for help.

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Academic Support Tips

- 1) Understand virtual classroom expectations and become familiar with Google Classroom and Aeries Parent Portal (check regularly)
- 2) Determine what type of activities work best for your child
- 3) Encourage movement during breaks, after school, etc.
- 4) Reduce distractions if possible
- 5) Help students organize daily work by using a checklist/planner
- 6) Give your child (and yourself) a break when things get overwhelming
- 7) Provide immediate positive reinforcement and feedback

Slide 12:

College/Career

- Career Surveys (Naviance)
- Work Permits (College and Career Center)
- College Search and Planning (Naviance)
- College Week (Middle School)
- AVID (High School and Middle School)
- Financial Aid Assistance (College and Career Center)
- Scholarship Opportunities (College and Career Center)
- Application Workshops (High School)
- College Application Resource (College and Career Center)

Slide 13:

Role of the School Psychologist

- Case manager for all SAI students
 - Write legally compliant IEP's, coordinate and attend IEP meetings & ensure IEPs are within timelines
- Conduct initial and triennial psychoeducational assessments for SAI populations
- Provide DIS counseling for students who have counseling written into their IEP services and create and update social/emotional goals
- Consult with teachers and other service providers to provide the most appropriate services for special education students
- Conduct/Assist with risk assessments and create re-entry plans
- Provide crisis counseling as needed

Slide 14:

Social/Emotional Wellness

- Student Involvement (Clubs, Athletics, ASB)
- Suicide Prevention (S.O.S. program)
- Crisis Intervention
- Social/Emotional Learning Lessons
- Wellness Support
- Community Referrals/Caresolace
- District Social Workers/Mental Health Counselors

Caresolace.com

Slide 15

Grief and Loss

- Counselor Check-ins
- Counseling Google Classroom resources
- Care Solace
- Grief Small Counseling Group (Middle School)
- ASW Intern Support

Grief Cycle

The stages of mourning and grief are universal and are experienced by all after loss. These stages can overlap and do not always go in order

- 1) Shock and Denial: Avoidance, confusion, fear, numbness, blame
- 2) Anger: Frustration, anxiety, irritation, shame embarrassment
- 3) Depression & Detachment: Overwhelmed, helplessness, lack of energy, blah
- 4) Dialogue & Bargaining: Reaching out, desire to tell story, struggle to find meaning
- 5) Acceptance: Exploring options, a new plan
- 6) Return to a Meaningful Life: Empowerment, security, self-esteem, meaning