Monroe Local School District Counseling Curriculum and Plan of Services

Revision Date: 3/11/20

Development Process & Overview

A periodic review and renewal of Monroe Local School District's school counseling program was conducted during the 2019-2020 school year. This process was part of an effort to acknowledge the counseling department who continue to support the academic growth, social/emotional development and career planning for all students.

School counselors design and deliver comprehensive school counseling programs (CSCP) to guide the counselors in promoting student achievement. The domains of the counseling curriculum, counseling services and delivery are aligned with the American School Counselor Association (ASCA) National Model which provides a framework for counselors to create a CSCP.

The framework for a CSCP consists of four components:
- Foundation- Beliefs, Mission, Vision, Goals
- Management- Use of Organizational Assessments and Tools
- Delivery- Direct and Indirect Student Services
- Accountability- Analysis of CSCP Effectiveness through Data

Role of the School Counselor

School counselors support all students with academic achievement, social/emotional development and career planning. Ohio School Counselors are licensed according to ORC 3301-24-05, having completed an approved masters program and an internship.

School counselors play an important role in helping to facilitate student success in education and their future careers. Counselors develop, implement, and evaluate comprehensive school counseling programs that promote and enhance student academic growth by collaborating with families, teachers and administrators.

School counselors strive to spend the majority of their time providing direct services for students. School counselors' duties are focused on the delivery of the program through social emotional curriculum, individual student planning and responsive services. A small amount of time is dedicated to indirect services, or system support.

Acknowledgement to the Writing Team

Monroe Primary School
- ● Marianne Marconi, School Counselor
- ● April McFarland, School Counselor

Monroe Elementary School
- ● Katrina Irons, School Counselor
- ● Danielle Taylor, School Counselor

Monroe Junior High School
- ● Elizabeth Barger, School Counselor

Monroe High School
- ● Kara Talbot, School Counselor
- ● Dara Laforest, School Counselor
- ● Carrie Long, School Counselor

School Counseling Program Domains

- **Foundation**
    - Mission Statement
    - Vision Statement
    - Program Beliefs
    - District Demographic Profile
    - School Counseling Program Goals
    - ASCA Mindsets & Behaviors for Student Success

- **Delivery of Services**
    - Monroe Primary School
    - Monroe Elementary School
    - Monroe Junior High School
    - Monroe High School
    - Ohio Standards for School Counselors

- **Management**
    - School Counselor Self Evaluation
    - Use of Time Assessment
    - Use of Data
    - Counseling Calendars

- **Accountability**
    - Program Evaluation Measurement Tools

Foundation

A. Mission Statement

The mission of the Monroe Local Schools Counseling Department is to increase equity and opportunities in the development of the whole child, through empirically supported programming. The data-driven comprehensive school counseling program strives to create positive relationships with other educational stakeholders, in order to MOTIVATE all students with developmentally appropriate, preventative, and responsive counseling services. This comprehensive school counseling program will LEAD students to academic, social/emotional, and career readiness SUCCESS.

B. Vision Statement

Students will leave Monroe Local Schools as responsible, innovative and resilient members of society who are well prepared to meet the academic, career, and social/emotional challenges of the global community. Students will have the knowledge, skills, and behaviors to become successful community members. Monroe Local Schools graduates will be prepared to take risks, be collaborative problem solvers, and be able to build effective interpersonal relationships.

C. Monroe School Counseling Program Beliefs

- All students have significance and worth and deserve access to a positive learning environment.
- School counseling programs support each school's academic mission.
- All students learn best when positive relationships are present and fostered by all educational stakeholders.
- All students-regardless of ability, age, gender, ethnicity, or sexual orientation-shall have equal access to all services (academic, career, and social/emotional) provided by the counseling program and the school.
- School counselors must be advocates for every student.
- The school counseling program collaborates with educational stakeholders to increase equity and access to opportunity.
- The school counseling program focuses on student learning and utilizes a data-driven comprehensive school counseling program to meet the needs of every student.
- The comprehensive school counseling program is tailored to meet students' developmental needs and delivered through evidence-based programs, and evolved through data analysis of outcomes.
- The school counseling program utilizes the American School Counselor Association's ethical standards.

D. District Demographic Information

	Enrollment	Percentage
All Students	2,625	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	74	2.8%
Black, Non Hispanic	144	5.5%
Hispanic	263	10.0%
Multiracial	123	4.7%
White, Non Hispanic	2,019	76.9%
Students with Disabilities	307	11.7%
Economic Disadvantaged	685	26.1%
English Learner	137	5.2%
Migrant	NC	NC

E. School Counseling Program Goals

Monroe Primary School Grades K-1

1. Seventy five percent of students receiving small group counseling support will increase their reading scores by five percent more than the benchmark average growth for that grade level demonstrated by comparing Fall and Spring AIMSWEB scores.

2. Counselors will promote a positive school climate to increase the demonstration of positive student behaviors that reflect our PBIS Building Model. This will be assessed by a variety of measurement tools: PBIS district implementation checklists and surveys. The desired outcome is a reduction in areas such as: discipline referrals compared to the previous school year.

Monroe Elementary School Grades 2-6

1. Seventy five percent of students receiving small group counseling support will increase their reading scores by five percent more than the benchmark average growth for that grade level demonstrated by comparing Fall and Spring AIMSWEB scores.

2. Counselors will promote a positive school climate to increase the demonstration of positive student behaviors that reflect our PBIS Building Model. This will be assessed by a variety of measurement tools: positive office referrals, discipline and attendance records. The desired outcome is a reduction in areas such as: discipline referrals, student harassment and bullying compared to the previous school year.

Monroe Junior High School Grades 7-8

1. Seventy five percent of students receiving small group counseling support will increase their reading scores by five percent more than the benchmark average growth for that grade level demonstrated by comparing Fall and Spring iReady (or current assessment program) scores.

2. Counselors will promote a positive school climate to increase the demonstration of positive student behaviors that reflect our PBIS Building Model. This will be assessed by a variety of measurement tools: positive reinforcement tracking, incentive recipients, discipline and attendance records. The desired outcome is a reduction in areas such as: discipline referrals, student harassment and bullying compared to the previous school year.

3. One hundred percent of students will have at least one opportunity to participate in a career exploration activity.

Monroe High School Grades 9-12

1. Counselors will promote a positive school climate to increase the demonstration of positive student behaviors that reflect our PBIS Building Model. This will be assessed by a variety of measurement tools: positive staff referrals, discipline and attendance records, and student pre and post surveys. The desired outcome is an increase in student perception of school climate (survey results) and a 5 % reduction in areas such as: discipline referrals, tardy rates, habitual truancy, and student harassment and bullying.

2. Counselors will increase mental health resources available to students, parents, and staff. This will be measured by an increased number of:
   - counseling referrals
   - resources given to students, parents and staff
   - resources posted on the counseling office's website and google classrooms
   - Shared webinars, conference session materials, and possible professional development sessions with staff
   - Number of individual student sessions with counselors as measured by the Counseling Office Sign In Google Doc

3. Counselors will increase all students' career and college readiness in grades 9-12. This will be implemented in a variety of ways (listed in the Delivery section of the CSCP). This will be measured using data reports such as: ACT College & Career Readiness data, ASVAB Career Interests, student surveys and feedback, and various reports.

F. ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors for Student Success K-12 College and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Delivery of Services

Direct Student Services - interactions between the school counselor and students

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services

Indirect Student Services-services provided on behalf of students

- Referrals
- Consultation
- Collaboration

K-1 Primary Focus Areas	2-6 Elementary Focus Areas	7-8 Jr. High Focus Areas	9-12 Focus Areas
Primary school years are the entry level for students to participate in the school counseling program. Learning is focused on: ● Increasing Self-Awareness ● Increasing Social Skills ● Learning Safety Skills ● Developing Self-Efficacy	Elementary and Intermediate school years allow students to continue awareness activities while preparing for adolescent challenges. Learning is focused on: ● Improving Academic Self Efficacy ● Respecting Self and Others ● Establishing Effective Relationships	Middle school years allow students to continue awareness activities, and learning is focused on: ● Improving Academic Self Efficacy ● Understanding Self and the Career Exploration Process ● Respecting Self and Others ● Establishing Effective Relationships	High school years encourage continued awareness and exploration activities. Learning is focused on: ● Academic and Social Skill Development ● Improving Individual Academic Success and Self Efficacy ● Planning for and Transitioning to Postsecondary Education ● Relating School to Life ● Skill Development

A. **Primary School Counselors Implement the Counseling Program by Providing (examples- not intended to be all inclusive)**

School Counseling Curriculum

- Social and Emotional support including self-awareness, self-management, social awareness, relationship skills and responsible decision making
- Peer relationships, coping strategies and effective social skills
- Career awareness and exploration
- Academic readiness including organizational support and listening skills

Individual Student Planning

- Section 504 Accommodation Plan services
- Transition plans

Responsive Services

- Individual and small group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Classroom behavioral support
- School staff consultation and collaboration
- Mental health collaboration and referrals (Private therapy services, Cincinnati Children's Hospital, Access Counseling services)

System Support

- Program management and operation
- PBIS team
- School Wide behavioral support team
- Consultation, collaboration and teaming
- Professional development
- County Counselor Meetings
- District Counselor Meetings

B. **Elementary School Counselors Implement the Counseling Program by Providing (examples - not intended to be all inclusive):**

School Counseling Curriculum

- Social and Emotional support including self-awareness, self-management, social awareness, relationship skills and responsible decision making
- Peer relationships, coping strategies and effective social skills
- Career awareness and exploration
- Academic readiness including organizational support and listening skills

Individual Student Planning

- Section 504 Accommodation Plan services
- Transition plans
- MTSS Meetings

Responsive Services

- Individual and small group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Classroom behavioral support
- School staff consultation and collaboration
- Mental health collaboration and referrals (Private therapy services, Cincinnati Children's Hospital, Access Counseling services)

System Support
- Program management and operation
- PBIS team
- Consultation, collaboration and teaming
- Professional development
- County Counselor Meetings
- District Counselor Meetings

C. Middle School Counselors Implement the Counseling Program by Providing (examples – not intended to be all inclusive):

School Counseling Curriculum
- Social and Emotional support including self-awareness, self-management, social awareness, relationship skills and responsible decision making
- Peer relationships, coping strategies and effective social skills
- Career awareness and exploration

Academic Planning
- Section 504 Accommodation Plan services
- Academic class selection/scheduling

Responsive Services
- Individual and small group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Classroom behavioral support
- School staff consultation and collaboration
- Mental health collaboration and referrals (Private therapy services, Cincinnati Children's Hospital, Access Counseling services)

System Support
- Program management and operation
- PBIS team
- Consultation, collaboration and teaming
- Professional development
- County Counselor Meetings
- District Counselor Meetings

D. High School Counselors Implement the Counseling Program by Providing (examples – not intended to be all inclusive):

School Counseling Curriculum
- Social and Emotional support including self-awareness, self-management, social awareness, relationship skills and responsible decision making

- Peer relationships, coping strategies and effective social skills
- Career exploration and planning
- ASVAB Assessment and Interpretation
- Post-secondary planning and college applications
- Coordination of college rep visits, career oriented field trips
- Parent College & FAFSA Night

Academic Planning

- Graduation requirements planning
- Course selection planning
- At-risk student identification and implementation of interventions
- Section 504 Accommodation Plan services
- Test preparation resources (ACT, PreACT, PSAT, EOC, ASVAB, WorkKeys)
- College Credit Plus information meetings and application completion

Responsive Services

- Individual and small group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Teacher collaboration and consultation for student academic and behavioral support
- Consultation and collaboration
- Mental Health collaboration and/or referrals (Access Counseling, Envision Partnerships, Children's Hospital)
- Collaboration with school-based mental health providers

System Support

- Administration & Counselor Collaboration Meetings
- Academic Programming Committee
- PBIS team
- Teacher Based Teams (TBTs)
- School Counseling Task Force
- Consultation and collaboration with staff to discuss student needs
- Professional development
- Assessment coordination and support (EOC, ACT, PreACT, AP, PSAT, ASVAB, Accuplacer, WorkKeys)
- Collaboration with Chamber of Commerce
- LPDC participation
- Collaboration with Butler Tech
- County Counselor Meetings
- District Counselor Meetings
- OADEP Membership
- Organization and preparation of graduation and senior awards
- Preparation of Freshman orientation
- Master schedule creation

Ohio Standards for School Counselors

Standard 1: Comprehensive School Counseling Program Plan	School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.
Standard 2: Direct Services for Academic, Career and Social/Emotional Development	School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/development.
Standard 3: Indirect Services: Partnerships and Referrals	School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.
Standard 4: Evaluation and Data	School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.
Standard 5: Leadership and Advocacy	School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning for all students.
Standard 6: Professional Responsibility, Knowledge and Growth	School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

Management

School Counselor Self Evaluation
The school counselor self evaluation supports school counselors' efforts to help students focus on academic, career and personal/social development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The assessment helps school counselors self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four components of a comprehensive school counseling program.

The competencies are applicable in a variety of areas, including those listed below:

School Counselors	● Self-assess their own competencies ● Formulate an appropriate professional development plan
School Administrators	● Guide the recruitment and selection of competent school counselors ● Develop or inform meaningful school counselor performance evaluation
School Counselor Education Programs	● Establish benchmarks for ensuring school counseling students graduate with the knowledge, attitudes and skills needed for developing comprehensive school counseling programs

Use of Time

School counselors should look at how much time is spent in each of the components of the ASCA National Model. It is recommended that school counselors spend 80 percent or more of their time in direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school counselor's time is spent in fair-share responsibilities-the "routine running of the school" responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation. School counselors may find it necessary to adjust the percentage of time in each of the delivery categories from year to year to meet students' needs.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

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Use of Data

The focus and direction of the comprehensive school counseling program is based on student needs as determined through a review of the school's data. Understanding and using data are essential to ensuring equitable services and that every student receives the benefits of the school counseling program. Student data informs the school counselor about student progress and gives direction to action plans developed to impact student learning.

Counseling Events

School counselors develop and publish announcements of school counseling events to inform students, parents, teachers and administrators of what, when and where school counseling activities will be held.

Each building in the Monroe Local Schools District has a separate calendar for their School Counseling Office.

Accountability

Process, perception and outcome data are collected throughout the implementation of the CSCP. Analysis of the data reveals the change in student learning and behavior and promotes systemic change. Careful collection and analysis of data are essential components of high functioning school counseling programs.

The following measurement tools are utilized to collect data and drive programing goals and evaluations of the Monroe Local Schools District CSCP.

Program Evaluation Measurement Tools

Primary K-1	Elementary 2-6	Middle 7-8	Sr. High 9-12
Annual AIMSWEB assessment data outcomes	Annual AIMSWEB assessment data outcomes	Annual iReady assessment data outcomes	School wide needs assessment (staff and student)
District Wide PBIS implementation checklists and surveys	District Wide PBIS implementation checklists and surveys	District Wide PBIS implementation checklists and surveys	District and State Testing (ACT, ASVAB, EOC, PreACT)
Program data overview: student pre-test/post-test data, teacher surveys, group counseling session dates, individual session dates, counseling referrals (internal and outsourcing)	Program data overview: student pre-test/post-test data, group counseling referrals, individual counseling referrals, outside counseling referrals School wide needs	Program data overview: student pre-test/post-test data, group counseling referrals, individual counseling referrals, outside counseling referrals, Naviance survey completion, Butler Tech field trip,	Counseling Office student sign-in log Discipline records and attendance records Referrals and consulting with outside counseling agencies

School wide needs assessment (student and staff). Office discipline referrals PBIS program data Attendance records	assessment (student and staff). Office discipline referrals, positive office referrals, and PBIS program data Attendance records	Career Cafe sign-up School wide needs assessment (student and staff). Office discipline referrals PBIS program data Attendance records School counselor sign-in log	Career interest survey data

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