

TV Comprehensive School Counseling Plan

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Foundation

Teays Valley Schools Counseling Mission Statement

The mission of the counselors of the Teays Valley Schools is to provide high quality, comprehensive school counseling services to all students. Our programs are designed to help all students develop and enhance their academic, social, career, and personal 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 & Guiding Principles

1. We will assist students to develop strategies to acquire the knowledge, attitudes and skills to achieve their highest academic, career and personal/social potential.
2. Our school counseling team will work collaboratively in the best interest of the children we serve.
3. We will provide a comprehensive school counseling program for students grade K-12.
4. Our role is multidimensional. School counselors ascribe to the ASCA Code of Ethics and participate in ongoing professional development. School counselors incorporate leadership, advocacy, counseling, consultation, coordination and teaming and the use of data to ensure students' success in the domains of academic, career and personal/social development.
5. School counselors are shared stakeholders working in collaboration and partnership with students, families, educators, and community members in a variety of settings at a building, district and community level.
6. School counselors, in collaboration with stakeholders, are invested in helping students make the transition from school to school, school to work, or school to higher education or career and technical training.

7. We believe all students benefit from an intradisciplinary delivery system, which includes a school guidance curriculum, individual student planning, responsive services, and system support.
8. The school counseling program will assist students develop the skills of critical thinking, problem solving, decision making, self reflection and effective communication.
9. The school counseling program enables our students to become productive members of the global community.
10. The school counseling program promotes lifelong learning for all students.
11. The school counseling program operates around a framework of specific, measurable outcomes in the three domains of academic, career and personal/social development.

The Teays Valley Schools Comprehensive School Counseling Program

1. Is an integral part of the total educational process of the Teays Valley 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.

Ohio Standards for School Counselors

In October 2015, the State Board of Education adopted the Ohio Standards for School Counselors, which define the skills and knowledge that school counselors must demonstrate at all stages of their careers. These standards promote effective professional practices and provide support to school counselors as they reflect upon and improve their performance over time. With the adoption of the Ohio Standards for School Counselors, Ohio has clearly defined the knowledge, skills, and competencies of effective school counselors.

These standards promote the most effective school counseling practices and offer a core set of expectations for Ohio school counselors. Professional school counselors offer students access to the kinds of high-quality direct and indirect services, which will support students' academic, career and social/emotional development. Six standards were adopted:

1. 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.
2. 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/emotional development.
3. School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.
4. School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.
5. School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.
6. School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

Management

Annual Agreement

Annual agreements outline the organization and focus of the school counseling program and are made between each school counselor and the administrator in charge of the school counseling program each year. These agreements ensure formal discussion between the school counselor and administrator about the alignment of the school counseling program goals with the goals of the school and can increase an administrator's understanding of a comprehensive school counseling program.

The annual agreement is a quick but thorough overview of program goals and priorities that can be reviewed when meeting with the principal as part of the pre-conference process for the Ohio School Counselor Evaluation Model (OSCES). The guiding question for conversation is: *What are the goals for the school counseling program?* These annual agreement should reflect an alignment of goals by grade band (K-5, 6-8, 9-12) and take into consideration the district and building continuous improvement plans (CIP). School counselors should review the annual agreement with the building administrator when reviewing annual goals as part of the Ohio School Counselor Evaluation Model. In addition to the individual annual goal, school counselors in grades 9-12 will develop an annual agreement as a school counseling team.

Advisory Council

An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program.

Representatives serving in an advisory council role school counselors in the following ways:

- Advocate for funding and resources
- Advise on school program goals
- Review program results
- Making recommendations about the school counseling program
- Advocate and engage in public relations for the school counseling program

There are several groups that meet monthly in the Teays Valley Local School District that serve as advisors to the school counseling program.

- The school counselor's, Assistant High School Principal, Assistant Superintendent and the Director of Teaching and Learning meet in monthly counselor meetings.
- High school counselors participate in monthly CCR meetings (College and Career Readiness)
- School counselors can participate in monthly staff or BLT meetings.
- Representatives from the District Leadership Team (DLT) participate in monthly counselor meetings.

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 ensuring that every student receives the benefits of the school counseling plan.

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.

The use of data helps school counselors:

- Monitor student progress
- Identify students who are having difficulties or behavior problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity and attainment gaps
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify or change services provided to students
- Advocate for additional resources to increase program effectiveness

Disaggregated Data

Ensuring academic success for every student includes school counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing action plans to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students.

Examples of subgroups to be examined may include gender, race/ethnicity, socio-economic status, course enrollment, language spoken at home, special education, grade level and teacher assignment.

Data Over Time

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of school counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time.

Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that the implementation of school counseling plan is rooted in a clear understanding of the particular and unique needs of students.

Teays Valley school counselors should review the following data annually:

Achievement Data

- Promotion and retention rates
- Graduation rates
- Drop-out rates
- Standardized Test Data (e.g., individual student data)
- Grade point averages

- At or above achievement level in reading/math
- Passing all classes
- Completion of specific academic programs (e.g., academic honors, college prep, etc.)
- Career Center - Applied, accepted, completed

Behavioral Data

- PBIS data (discipline referrals)
- Suspension and expulsion rates
- Attendance rates
- Post-secondary education rates
- Course enrollment patterns
- Participation in extracurricular activities data

Long-term:

- College acceptance rates
- Promotion and college graduation rates

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. Action plans are utilized within three areas: whole school/grade level counseling curriculum, small groups and closing-the-gap activities.

Action plans within the three types should developed by band (K-5, 6-8, 8-12) and contain the following information:

- Goals to be addressed
- Description of school counseling activities to be delivered
- Title of any packaged or created curriculum or programing to be delivered
- Timeline for completion of the activities

Action plans for career counseling are reflected in the *Teays Valley K-12 Career Advising Policy and Activities By Grade Level*.

Lesson Plans

To successfully deliver classroom lessons related to the school counseling core curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated. Careful consideration should be given to the action plan and data when creating lesson plans.

Calendar

School counselors develop and publish calendars of school counseling events to inform students, parents, teacher and administrators of what, when and where school counseling activities will be held. Creating calendars also assists school counselors with the development of a comprehensive school counseling program that provides activities and services for all students in the school.

Teays Valley counselors will use Naviance, social media and parent fliers to communicate information about related to school counseling classroom lessons, student meetings, career and college nights and evening activities provided through the school and the community.

Delivery

The delivery component focuses on the method of implementing the school counseling program to students. The section describes the services and strategies school counselors provide to students and interactions they have with others as they work to promote student achievement, equity and access for all students. The delivery component consists of direct and indirect student services.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services components of **school counseling core curriculum**, **individual student planning** and **responsive services**, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.
 - **School Counseling Core Curriculum** - the school counseling core curriculum is delivered through strategies such as direct instruction. School counselors teach or assist in teaching learning activities or units in classrooms. School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, students leadership workshops or community or business tours.
 - **Individual Student Planning** - Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans, such as individual learning plans and graduation plans. School counselors use these activities to help all students plan, monitor and manage their own learning as well as to achieve academic, career and personal/social competencies aligned with the school counseling core curriculum.
 - **Responsive Services** - Responsive services consist of activities designed to meet students' immediate needs and concerns. This component is available to all students and may be initiated by students, teachers or parents or by school counselors after a review of data. Responsive services are designed to help students resolve academic, career and personal/social issues and are delivered through such strategies as counseling and crisis response.

Elementary Delivery

Elementary Core Curriculum	K	1	2	3	4	5
CLASSROOM INSTRUCTION: School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.						
We Thinkers! Social Curriculum	X					
Cooperation		X				
Goal Setting and Perseverance			X			
Dreams and Aspirations				X		
Career Awareness and Interest Inventories					X	X
Transition to Middle School						X
GROUP ACTIVITIES: School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.						
PBIS	X	X	X	X	X	X
Student Assistance Team (SAT)	X	X	X	X	X	X
Bullying Prevention Awareness Activities	X	X	X	X	X	X
Career Awareness School Wide Activities	X	X	X	X	X	X
PARS (Pickaway Area Recovery Services)	X	X	X	X	X	

Elementary Individual Student Planning	K	1	2	3	4	5
APPRAISAL - School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement.						
Surveys	X	X	X	X	X	X
Interests Inventories					X	X
ADVISEMENT - School counselors help students make decisions for future plans based on academic, career and personal/social data.						
Small group and individual meetings with students	X	X	X	X	X	X
Goal setting	X	X	X	X	X	X

Elementary Responsive Services	K	1	2	3	4	5
COUNSELING - School counselors provide counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success.						
Sessions as needed for social skills, anxiety, anger management, self-esteem, friendship, grief etc.	X	X	X	X	X	X
CRISIS RESPONSE - School counselors provide support and assistance to students as they navigate critical and emergency situations.						
Individual and small group counseling sessions as needed	X	X	X	X	X	X
Follow the TVLSD Crisis Protocol	X	X	X	X	X	X

Middle School Delivery

Middle School Core Curriculum	6	7	8
<p>CLASSROOM INSTRUCTION: School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.</p>			
Signs of Suicide Program	X	X	X
Naviance	X	X	X
Transition to Middle School	X		
Upstander Presentation		X	
Career Guidance and High School Planning			X
<p>GROUP ACTIVITIES: School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.</p>			
Eastland-Fairfield Career Center Visit			X
College, Career, and Job Fair	X	X	X
LIFE student group	X	X	X

Middle School Individual Student Planning	6	7	8
APPRAISAL: School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement.			
Neviance Assessments	X	X	X
Surveys	X	X	X
ADVISEMENT - School counselors help students make decisions for future plans based on academic, career and personal/social data.			
Individual High School scheduling meetings with students			X
Goal setting/Action Plan	X	X	X

Middle School Responsive Services	6	7	8
COUNSELING - School counselors provide counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success.			
Sessions as needed for time management, organization, anxiety, depression, learning style, etc.	X	X	X
CRISIS RESPONSE - School counselors provide support and assistance to students as they navigate critical and emergency situations.			
Individual and small group counseling sessions as needed	X	X	X
Conduct screening for risk factors of suicide or mental health concerns	X	X	X
Follow the TVLSD Crisis Protocol	X	X	X

High School Delivery

High School Core Curriculum	9	10	11	12
CLASSROOM INSTRUCTION: School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.				
Freshman Student Orientation	x			
Transcript Review Sessions/Graduation Requirements	x	x	x	x
Admissions Testing and Eligibility	x	x	x	x
GROUP ACTIVITIES: School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.				
College and Career Fair	x	x	x	x
Career Center Field Trip		x		
College Visits			x	x
Senior Session				x
CCP Meeting	x	x	x	x
New Student Groups	x	x	x	x

High School Individual Student Planning	9	10	11	12
APPRAISAL: School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement.				
Student Success Plans	x	x	x	x
Testing Interpretations (ASVAB, PSAT, PreACT, ACT)	x	x	x	x
Competency Checklist	x	x	x	x
ADVISEMENT - School counselors help students make decisions for future plans based on academic, career and personal/social data.				
Individual Counseling Sessions	x	x	x	x
Classroom Guidance Activities	x	x	x	x
Naviance (About Me/Career Roadmap)	x	x	x	x
Partnerships with outside agencies	x	x	x	x

High School Responsive Services	9	10	11	12
COUNSELING - School counselors provide counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success.				
Individual Sessions on Anxiety, Panic Disorders, Anger Management, Social/Emotional Abuse	x	x	x	x
Group sessions on Grief and Transitions	x	x	x	x

CRISIS RESPONSE - School counselors provide support and assistance to students as they navigate critical and emergency situations.				
Outside Agency Involvement	x	x	x	x
Teays Valley Local Crisis Plan	x	x	x	x
Teays Valley Local Assessment Referral and Re-entry	x	x	x	x

- Indirect Services

- Teays Valley school counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students, making referrals as needed to support students and promote success.

We work directly with the following agencies but also have Resource Directories for numerous other agencies and community resources in the Pickaway County area.

- Pickaway HELPS
- Hopewell Health
- Integrated Services

ASCA Mindsets and Behaviors Standards

Grade levels where ASCA Mindsets and Behavior Standards are addressed are indicated in the chart below.

	Grade Level/ Delivery		
	Academic	Career	Social/ Emotional
Mindsets	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			7-8 CC 5 CC 9-12 CC
M 2: Self-confidence in ability to succeed	2-5 CC 9-12 CC		
M 3: Sense of belonging in the school environment			9-12 CC 9-12 SG
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	9-12 CC	6-12 CC	12 CTG
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	9-12 CC 2-5 CC	6-8 CC 9-12 CC	
M 6: Positive attitude toward work and learning	9-12 CTG		9-12 CC
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions		9-12 CC	
B-LS 2: Demonstrate creativity			
B-LS 3: Use time-management, organizational and study skills	9 CC	11-12 CC	

B-LS 4: Apply self-motivation and self-direction to learning	9 CC		9 CC
B-LS 5: Apply media and technology skills	9-12 CC	9-12 CC	
B-LS 6: Set high standards of quality		12 CC	
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	9-12 SG	9-12 SG	9-12 SG
B-LS 8: Actively engage in challenging coursework	9-12 CC	9-12 CC	
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	9-12 CC	10-12 CC	
B-LS 10: Participate in enrichment and extracurricular activities	11-12 SG	11-12 SG	
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	4-12 CC	4-12 CC	K-8 CC 9-12 SG
B-SMS 2: Demonstrate self-discipline and self-control			K-12 SG 9-12 CG
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	9-12 CC	9-12 CC	9-12 SG
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	9-12 CC	K-5 CC	9-12 SG
B-SMS 6: Demonstrate ability to overcome barriers to learning	6-8 CC 9-12 CC	6-8 CC	6-8 CC
B-SMS 7: Demonstrate effective coping skills when faced with a problem			K-5 SG 6-8 SG 9-12 CG
B-SMS 8: Demonstrate the ability to balance school, home and community activities	9-12 CC		9-12 CC
B-SMS 9: Demonstrate personal safety skills			6-8 CC 9-12 CG

B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	5 CC 6 & 8 CC		9 CC 9-12 SG
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	K-5 CC (speaking & listening) 11 & 12 CC		
B-SS 2: Create positive and supportive relationships with other students	K-5 CC 9 CC		K-5 CC 9-12 CG
B-SS 3: Create relationships with adults that support success	6-8 CC 9-12 CC		6-8 CC 9-12 CG
B-SS 4: Demonstrate empathy			K-5 CC 9 CC
B-SS 5: Demonstrate ethical decision-making and social responsibility			9CC
B-SS 6: Use effective collaboration and cooperation skills	K-5 CC		K-5 CC
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	6-8 SG	6-8 SG	6-8 SG
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary		11-12 SG	9-12 SG
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment			9-12 CG

Middle School - Social Emotional

Students - What's in Place	Teachers - What's In Place	Next Steps
Sign of Suicide - Anxiety and Depression, Steps to Know How to Report Suicide	SOS Staff Training	
PARS - Health - Friendship Choices,		
6th - Transitioning to Middle School (Student success)		
7th - 1x		
Advisory		Advisory Activities (Look at ways to support social emotional learning through activities in these periods.)
PBIS		