

Mount Mercy Academy



Comprehensive School Counseling Plan

Revised 2018

*Mount Mercy Academy
Comprehensive School Counseling Plan*

Acknowledgement

The Mount Mercy Academy School Counseling Department would like to acknowledge the counselors, pupil personnel, and support staff for their enthusiasm in the development of this Comprehensive School Counseling Plan. We thank them for their dedication to the Department, students, staff, families, and community of the District. We also greatly thank the administrative team at all levels for their support.

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Comprehensive School Counseling Plan

Introduction

Professional school counselors have a vital role in refining student achievement and serve as advocates for both students and systems. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, professional school counselors address academic, personal, and career development of students.

School counselors focus on the goal of improving student achievement through leadership, collaboration, data analysis, and advocacy in order to provide necessary support to students and create the changes that are essential for the system.

The ultimate goal of the professional school counselors at Mount Mercy Academy is to meet the needs of all students and work to close the achievement gap. The Comprehensive School Counseling Plan will be data-driven and annually evaluated and modified accordingly in order to ensure that every student achieves success.

School counselors will use this data-driven, standards-based model and follow the recommended practice of providing:

- 1) Counseling
- 2) Coordination
- 3) Consultation
- 4) Advocacy
- 5) Collaboration

The MMA School Counseling Department has examined their current services and practices so that they are aligned with the American School Counselor Association (ASCA), the ASCA National Model and the standards of the New York State Education Department.

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Part 100 of the Commissioner's Regulations **School Counseling/Guidance Programs**

1. Nonpublic schools. Each school district shall have a guidance program for all students.
 - a. In grades 7-12, the guidance program shall include the following activities or services:
 - i. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - ii. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - iii. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and the services of personnel certified or licensed as school counselors.
 - b. Each school district shall develop a district plan, which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

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What is a School Counseling Program?

A school counseling program reaches EVERY student and focuses on the knowledge, skills, and attitudes needed for an individual's successful academic achievement, career development, and personal growth. A professional school counselor's time is spent maximizing the benefits of a program that serves ALL students.

The program is preventive in design and school counselors create programs and services to meet the needs of all students at the appropriate developmental stages. A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventive in design
- Is developmental in nature
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with stakeholders
- Monitors student progress
- Uses data to drive program decisions
- Is an integral part of the educational program for student success

Adapted from The ASCA National Model: A Framework for School Counseling Programs

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The Role of the School Counselor

Professional school counselors serve a vital role in maximizing student success. Through leadership, collaboration and advocacy, they strive to promote equity and access to rigorous educational experiences for all students. According to the American School Counseling Association (ASCA), professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community.

School counselors address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

The school counselor is responsible for the following:

- Provide individual and group counseling services to meet the developmental, preventive and remedial needs of students
- Coordinates all counseling services for students and assists with the coordination and implementation of students services at the school
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. Also plays a leadership role at a much larger scale by engaging in systems-wide change to provide academic and behavioral supports for the success of all students
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students
- Work toward ensuring that every student will have access to a quality and equitable education using their leadership, advocacy, teaming and collaboration, and data-driven decision-making skills.

The above is merely a list of examples of a school counselor's responsibilities. There is much more involved with this position that is not listed.

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New York State Certification Requirements **For Professional School Counselors**

The strategic goal of the Board of Regents is to provide New York State educational systems with qualified, certified and well trained professionals to serve all students. Professional school counselors in New York State must meet the following criteria:

Provisional Certification:

- 1) A Master's Degree from a regionally accredited institution of higher education
- 2) Graduate study in School Counseling: 30 credits
 - a. School counseling courses are specifically for individuals preparing for a career as a school counselor
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counseling program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling
- 4) Child Abuse Identification Workshop (mandated reporter training)
- 5) School Violence Prevention Workshop (SAVE Certification)
- 6) Dignity for all Students Act Certification
- 7) Fingerprinting Clearance
- 8) United States Citizenship

Permanent Certification:

- 1) Satisfaction of the above requirements
- 2) Additional graduate work: 30 additional credits in school counseling
- 3) Experience: 2 years in a pupil personnel service position in a public or approved independent elementary and/or secondary school

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Elements of a Comprehensive School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published, "The ASCA National Model: A Framework for School Counseling Programs." This work outlines the components of a comprehensive school counseling program. This working model has been extensively researched and successfully implemented in schools all over the country. There are four components of the model, each of which are described below.

Foundation

The Foundation is the "what" of the school counseling plan. This includes what every student will be able to know and do as well as what every student will receive as a result of the school counseling plan.

Management

The Management System addresses multiple facets of the school counseling plan. This includes the "when" of the plan, or tools that counselors use. These tools may include an action plan and calendar. The Management System also addresses the "how" of the plan, which is the counselors' use of data. Lastly, it addresses "who" will implement the plan (the counselors) and "on what authority" (management agreement and advisory council).

Delivery System

The Delivery System addresses "how" the program will be implemented. It defines the implementation process and components of the model, including the curriculum, individual student planning, responsive services and system support.

Accountability

This answers the question, "How are students different as a result of the program?" The answer is derived through the use of data by measuring the plan's progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, and more.

Adapted from the ASCA National Model for School Counseling Programs

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Foundation

Mission

Philosophy

National Standards

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Mission Statement

The mission of the MMA School Counseling Department is to provide support to maximize student potential and academic achievement for all students. Our purpose is to foster academic, personal/social, and career development. It is our belief that this will lead to school success. We are committed to helping students attain personal goals, independence, self-understanding, and acceptance of others. Our expectation is that students will leave school with the abilities to take responsibility for themselves and to realize the value of contribution to the community.

Philosophy Statement

The counselors at Mount Mercy Academy believe:

- All students have intrinsic value
- Our primary role is to be an advocate for every student
- All students have the ability to learn in a developmentally appropriate manner
- We should celebrate and draw upon the diversity among our students

And that the MMA Counseling Program should:

- Be based on the goals and developmental student competencies outlined by the American School Counselor Association, the New York Department of Education, and Mount Mercy Academy
- Be proactive and data driven
- Draw upon the knowledge of and collaboration with family, school, and community stakeholders
- Be willing to seek continuous improvement through self-assessment
- Utilize a team approach for planning and management purposes
- Embrace technology and enhance program delivery

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National Standards

The ASCA National Standards seeks to ensure that all aspects of school counseling are considered in order for students to meet their academic, personal and career needs.

The standards provides an opportunity to better define the role of the school counselor and establish similar goals, expectations, support systems and experiences for all students across the entire country.

At the local level, the standards provide an opportunity for all stakeholders to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

In accordance with the ASCA National Standards, the MMA School Counseling Program facilitates student development in three domains:

- Academic development
- Career Development
- Personal/Social Development

Each area includes desired student learning competencies and promote behavior that enhances learning for all students. The competencies are specific knowledge, skills and attitudes that students should obtain in the standard areas.

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ASCA NATIONAL STANDARDS

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition

- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
- C:B2 Identify Career Goals
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups

- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Adapted from the American School Counseling Association Standards

Delivery System

Counseling Curriculum
Individual Student Planning
Responsive Services
System Support

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Delivery System

Counseling Curriculum

As per the ASCA National Standards, the school counseling curriculum is, “Comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The activities and lessons are delivered to all students to promote skills, attitudes and knowledge in the three content domains: academic development, career development, and personal/social development. It is the responsibility of the school counselors to plan, design, implement and evaluate the curriculum.

The curriculum is delivered through:

- Classroom instruction
- Group activities
- Parent workshops and instruction
- Interdisciplinary curriculum development

Individual Student Planning

Aligned with the ASCA National Standards, individual student planning entails school counselors, “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” This includes assisting students plan, manage and monitor their learning all while meeting competencies in academic, career, and personal/social development.

The individual student planning is delivered through:

- Individual and/or small group appraisal
- Individual and/or small group advisement

Responsive Services

In accordance with the ASCA National Standards, the responsive services are comprised of, “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation, or information.” This service can be initiated by a student’s self-referral. In addition, teachers, parents/guardians or others may refer students for assistance. It is essential that school counselors have the support of other educational professionals in order to provide successful implementation.

Responsive services are delivered through:

- Individual or small group counseling
- Crisis counseling

- Conflict resolution
- Peer facilitation
- Consultation
- Student Support Teams
- Referrals to other social and community services

System Support

System Support includes other aspects and activities that establish, maintain and enhance the MMA School Counseling Program. School counselors, in order to promote systemic change with leadership and advocacy skills, participate in ongoing:

- Professional Development
 - Professional association membership
 - Post-graduate education
 - Training/workshops and conferences
 - Reflective practices
- Consultation, Collaboration, and Teaming
 - Partnering with staff, parents/guardians, community
 - Community outreach
 - District committees
 - Consultation with teachers, parents, and other staff
 - Advisory councils
- Program Management and Operations
 - Data analysis
 - Management activities and fair share responsibilities
- Public Relations
 - Providing the school community with updated information about the counseling program and its goals

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High School Plan
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High School (Grades 9-12)

Domains: A (Academic) C (Career) & P (Personal/Social)

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Crisis Counseling/Intervention Behavioral, loss, safety	P	9-12	September-June	School Counselors
Individual/Group Counseling Attendance, academic performance, at-risk students, bullying, conflict resolution, grief, divorce, social skills, study skills/organization, transition, careers	A, C, P	9-12	September-June (as needed)	School Counselors
504 Plan Processing (write, revise, disseminate)	A, C, P	9-12	Summer & All Year	School Counselors
Parent Conferences	A, C, P	9-12	All year (as needed)	School Counselors, Teachers, Administrators
Course Selection, High School/College Advisement	A, C	9-12	January-May (as needed)	School Counselors
New School Year Orientation	A, C, P	9-12	Late Summer	School Counselors, Administrators, Admin. Assistant
9th Grade Orientation Assist with coordination & implementation of parent/student orientation programs	A, C, P	9	Spring & Summer	9/10 School Counselor, Administrators, Teachers
Summer School Process Promotion/retention meetings, student identification, parent notification	A	9-12	June	School Counselors, Administrators, Admin. Assistant
Summer School Results Promotion/Retention	A	9-12	Summer	School Counselors, Administrators
Scheduling Process & Course Requests	A, C	9-12	January-August	School Counselors, Administrators

Program Planning Assessment of 4-year Plan	A, C	9-12	January- February	School Counselors
Freshman Seminar	A, C	9	September - January	9/10 School Counselor
Career Seminar	A, C	9	February - June	9/10 School Counselor
Junior Seminar	A, C, P	11	February - June	11/12 School Counselor
Senior Seminar	A, C, P	12	September - January	11/12 School Counselor
Financial Aid Night	A, C	12	Early fall	School Counselors, Financial Aid Representative
Senior Profile	A, C	12	May	11/12 School Counselor
ACT/SAT SSD Coordination 504/IEP Students	A	10-12	All Year	9/10 School Counselor
PSAT Administration Distribution, Interpretation of results	A	9-11	October, November	School Counselors, Teachers
SAT Test Center November, May Test Dates	A, C	11, 12	November, May	11/12 School Counselor, Teachers
AP Administration	A, C	10-12	May	School Counselors, Teachers
ACCES-VR Referrals	A, C, P	9-12	All Year	School Counselors
College Representative Visits	A, C	11, 12	All Year	School Counselors, Admin. Assistant
NCAA Eligibility	A	9-12	All Year	School Counselors
Scheduling Adjustments (balancing of classes)	A	9-12	September, January	School Counselors
Review of Transcripts & Schedule New Students	A, C, P	9-12	As needed	School Counselors
Academic Intervention Services (AIS) Scheduling	A, C, P	9-12	All Year	School Counselors, Teachers
Referrals to Outside Agencies	A, P	9-12	As needed	School Counselors
Create & maintain counseling center webpage	A, C, P	9-12	Throughout the year	School Counselors
CSE Meetings Coordination/Organization	A, C, P	9-12	Throughout the year	School Counselors, Teachers, Student, Parents, CSE Chair

Transition Meeting Special Education Students	A, C, P	9-12	November – February	School Counselors, Parents, Students, CSE Chair
IEP Writing	A, C, P	9-12	Throughout the year	School Counselors, CSE, Chair
Career Planning	A, C, P	9-12	All Year	School Counselors

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High School (grades 9-12)

Responsive Services

Every school counselor is responsible for being available to meet the needs of students and the school during a time of crisis. They make themselves available to all students during a crisis. This takes priority over any other responsibility. Responsive Services include, but are not limited to, death, violence, classroom disruption, CPS investigation, suicidal ideation, homelessness, and school anxiety.

Other responsive services provided by the school counselors include:

- Attending and addressing the needs of “at-risk” students
- Re-evaluate students’ schedules on an as-needed basis
- Available to students requesting individual support or mediating situations among a group of students
- Scheduling and facilitating parent/teacher conferences upon request of teacher and/or parents
- Provide assistance in the transition of “new entrants” to the school
- Collaborate with classroom teachers to meet the academic, social and emotional needs of students
- Collaborate and consult with building administrators to provide academic, social and emotional interventions when needed
- Participate in training or other professional development to keep skills and knowledge updated
- Inform students of end of the year procedures (summer school sign up, grading policies)

Individual Student Planning

School counselors meet with students in danger of failing academic courses in order to help come up with a plan for improvement. School counselors will participate in various large and small group presentations. They are available to schedule and facilitate parent/teacher conferences at the requests of parents and/or teachers. School counselors also provide assistance in the transition of “new entrants” to the school.

School counselors collaborate and consult with building administrators in order to provide academic, social and emotional interventions when needed. School

counselors also provide mandated counseling as indicated by a student's IEP or 504 Accommodation Plan.

School counselors schedule and implement transition programs for students from 8th to 9th grade, 9th to 10th grade, 10th to 11th grade, 11th grade to 12th grade, and from 12th grade to college. It is essential that the school counselors help to prepare all students so that they are career and/or college ready when they graduate.

System Support

School counselors are responsible for implementing a strong communication program at their level. They update their skills and knowledge by participating in professional meetings, additional coursework, and/or other means of training. School counselors participate in ongoing evaluative measures to assess the efficacy of the school counseling program.

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Counseling Curriculum Crosswalk

ACADEMIC DEVELOPMENT DOMAIN	Grades 9-12
STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	
<i>Competency A1 Improve Academic Self-concept</i>	x
A:A1.1 articulate feelings of competence and confidence as learners	x
A:A1.2 display a positive interest in learning	x
A:A1.3 take pride in work and achievement	x
A:A1.4 accept mistakes as essential to the learning process	x
A:A1.5 identify attitudes and behaviors which lead to successful learning	x
<i>Competency A2 Acquire Skills for Improving Learning</i>	
A:A2.1 apply time management and task management skills	x
A:A2.2 demonstrate how effort and persistence positively affect learning	x
A:A2.3 use communications skills to know when and how to ask for help when needed	x
A:A2.4 apply knowledge and learning styles to positively influence school performance	x
<i>Competency A3 Achieve School Success</i>	
A:A3.1 take responsibility for their actions	x
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x
A:A3.3 develop a broad range of interest and abilities	x
A:A3.4 demonstrate dependability, productivity, and initiative	x
A: A3.5 share knowledge	x
STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college	
<i>Competency B1 Improve Learning</i>	
A:B1.1 demonstrate the motivation to achieve individual potential	x
A:B1.2 learn and apply critical thinking skills	x
A:B1.3 apply the study skills necessary for academic success at each level	x
A:B1.4 seek information and support from faculty, staff, family, and peers	x
A:B1.5 organize and apply academic information from a variety of sources	x

A:B1.6 use knowledge of learning styles to positively influence school performance	X
A:B1.7 become a self-directed and independent learner	X
Competency B2 Plan to Achieve Goals	
A:B2.1 establish challenging academic goals in middle and high school	X
A:B2.2 use assessment results in educational planning	X
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement	X
A:B2.4 apply knowledge of aptitudes and interests to goal setting	X
A:B2.5 organize and apply academic information from a variety of sources	X
A:B2.6 use knowledge of learning styles to positively influence school performance	X
A:B2.7 become a self-directed and independent learner	X
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.	
Competency C1 Relate School to Life Experience	
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X
A:C1.2 seek co-curricular and community experiences to enhance the school experience	X
A:C1.3 understand the relationship between learning and work	X
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	X
A:C1.5 understand that school success is the preparation to make the transition from student to community member	X
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities	X

*Mount Mercy Academy
Comprehensive School Counseling Plan*

Management System

Advisory Council

Use of Data

Action Plans

Schedules & Calendars

Mount Mercy Academy

Comprehensive School Counseling Plan

Management System

Connected to the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

Management agreements

Management agreements guarantee effective implementation of the delivery system to meet students' needs. These agreements address how the school counseling program is organized and what will be accomplished. They should be discussed with and approved by designated administrators at the beginning of every school year.

Advisory Council

An advisory council is a group of people appointed to review aspects of the school counseling program and can make recommendations for changes or improvement. High school students, parents, teachers, school counselors, administration and community members should be represented on the council.

Use of Data

A comprehensive school counseling program is data-driven in order to make sure that every student receives the benefits of the program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.

Action Plans

For every desired competency and result, there is a plan outlining how the desired competency will be achieved. Each plan should contain:

- Competencies addressed
- Description of the activity
- Data driving the decision to address the competency
- Time-line in which activity is to be completed
- Who is responsible for the delivery
- Means of evaluating student success
- Expected results for students

Mount Mercy Academy Comprehensive School Counseling Plan

Use of Time

School counselors recognize the value of direct service, or contact, with students in addition to indirect service. A school counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.

- Use of Calendars: Monthly calendars will be utilized by counselors to guide program delivery.

Distribution of School Counselor Time

Delivery System Component	% of time
School Counseling Curriculum	10-20%
Individual Student Planning	25-30%
Responsive Services	40-50%
System Support	20-25%

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues. In so doing, they can then examine the practices that can lead to higher levels of student success. School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

Mount Mercy Academy

Comprehensive School Counseling Plan

Indirect Services Performed by School Counselors **(Non-Counseling Professional Responsibilities)**

- ✓ Create and Build Master Schedule
- ✓ Senior Baccalaureate/Graduation
- ✓ IEP/504 Dissemination
- ✓ Awards Committee (Academic Awards/Scholarships)
- ✓ School Calendar Committee
- ✓ School Acceptance Committee
- ✓ Web page Coordination
- ✓ Transcripts/GPA
- ✓ State Data Verification
- ✓ Scholarship notification via monthly bulletins
- ✓ PSAT administration and proctoring
- ✓ Assistance with registration for SAT and ACT exams
- ✓ SAT administration and proctoring
- ✓ AP exam coordination and administration
- ✓ School Profile
- ✓ Professional Development
- ✓ Participation in Local High School Counseling Networks
- ✓ CSE Representation at meetings
- ✓ NCAA Core Course Submission and Information
- ✓ Summer School and regents exam re-take guidance
- ✓ Senior failure notices
- ✓ Yearly graduation check and post-high school plans with all students
- ✓ College Applications
- ✓ New Student & New School Year Orientation

*Mount Mercy Academy
Comprehensive School Counseling Plan*

Accountability

*Results Reports
Counselor Performance Standards
Program Audit*

Mount Mercy Academy

Comprehensive School Counseling Plan

Accountability

The accountability system allows the school counselors to determine how well students have met the standards and achieve intended outcomes. In order to make this determination, the school counselors collect and use data that supports and links the counseling program to student success, improvement in school and positive changes in student behavior.

Using Data

The school counseling program collects data in order to be provided with the information needed to evaluate the program as it related to student progress. This data collection occurs both before and after a counseling activity and reveals what worked as well as what can be improved or changed in order to ensure student success.

M.E.A.S.U.R.E.

MEASURE is, "a six-step accountability process that helps school counselors demonstrate how their programs impact critical data, those components of a school report card that are the backbone of the accountability movement" (School Counseling Center). This process helps the school counselor to develop specific strategies to connect school counseling to the accountability agenda of today's schools. MEASURE is an acronym that stands for:

Mission: connects the Comprehensive School Counseling Plan to the mission of the school

Elements: identifies and examines the critical data elements that are essential to the school improvement plan. This procedure of looking at data should guarantee that no group of students is overlooked.

Analyze: in order to determine problem areas, the school counselor analyzes the critical data elements in order to work toward eliminating any barriers that may impede student achievement

Stakeholders-Unite: identify both external and internal stakeholders to form a team to develop and implement strategies to improve student outcomes

Results: determine if efforts show that the strategies were successful and guide the team in developing further steps toward continuous improvement

Educate: educate stakeholders on the positive impact of the program

Mount Mercy Academy Comprehensive School Counseling Plan

Results Reports

Results Reports help to answer the question, “How are students different as a result of the program?” Sharing the results with stakeholders serves as an advocate for students and the program.

Sample Results Report

Counselor – Mr. Smith

Target Group – 9th grade (26 students in danger of being retained at the end of the school year)

Curriculum and Materials – Promotion guidance lessons; “XYZ” Study Skills Videos

Type of Service – Classroom Guidance counseling; peer tutoring

Start Date/End Date – September 2014 – June 2015

Process Data (number of students affected)

- 26

Perception Data (test competency attainment or student data)

- Immediate 99% correct on post-test of knowledge of promotion information

Results Data (how the students changed as a result of the lesson)

- Intermediate: 14 (54%) demonstrated improvement on GPA from quarter one to semester one
- Long-term: 86% of the students showed improvement in GPA from quarter one to semester two

Implications (what the data says)

- Excellent academic improvement shown
- Long-term: participants not receiving peer tutoring may need further encouragement from other resources (such as adult mentors)

Mount Mercy Academy Comprehensive School Counseling Plan

Counselor Performance Standards

The performance standards highlight the major roles and functions performed by the school counselor. The performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. School counselors are evaluated in the areas of program implementation, program evaluation and professionalism.

Not only are these standards used for performance evaluation, but they are also a crucial tool in the counselor's self-evaluation and advocacy. This helps to focus personal and professional development plans. School Counselor Performance Standards are:

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers,

administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.

6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The school counselor is responsible for establishing and convening an advisory council for the school counseling program.

7.1 The professional school counselor meets with the advisory committee.

7.2 The professional school counselor reviews the school counseling program audit with the council.

7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.

8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.

8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

9.1 The professional school counselor is accountable for monitoring every student's progress.

9.2 The professional school counselor implements monitoring systems appropriate to the individual school.

9.3 The professional school counselors develop appropriate interventions for students as needed and monitor their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

10.1 The professional school counselor uses a master calendar to plan activities throughout the year.

10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.

10.3 The professional school counselor posts a weekly or monthly calendar.

10.4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program audit with the advisory council.

12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

13.1 The professional school counselor promotes academic success of every student.

13.2 The professional school counselor promotes equity and access for every student.

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

13.4 The professional school counselor understands reform issues and works to close the achievement gap.

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Mount Mercy Academy *Comprehensive School Counseling Plan*

School Counselor Performance Appraisal Form

Tally the number of “Yes” boxes and the number of “No” boxes in order to determine what can be re-evaluated.

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program	Yes	No
1.1 A program is designed to meet the needs of the school		
1.2 The professional school counselor demonstrates interpersonal relationships with students.		
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.		
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.		
Comments:		
Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	Yes	No
2.1 The professional school counselor teaches school guidance units effectively.		
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.		
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.		
Comments:		
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	Yes	No
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.		
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.		
Comments:		

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	Yes	No
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.		
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.		
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.		
Comments:		
Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.	Yes	No
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.		
5.2 The professional school counselor provides support for other school programs.		
Comments:		
Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.	Yes	No
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.		
6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.		
Comments:		
Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.	Yes	No
7.1 The professional school counselor meets with the advisory committee.		
7.2 The professional school counselor reviews the school counseling program audit with the council.		
7.3 The professional school counselor records meeting information.		
Comments:		
Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.	Yes	No

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.		
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.		
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.		
8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.		
Comments:		
Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.	Yes	No
9.1 The professional school counselor is accountable for monitoring every student's progress.		
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.		
9.3 The professional school counselors develop appropriate interventions for students as needed and monitor their progress.		
Comments:		
Standard 10: The professional school counselor uses time and calendars to implement an efficient program.	Yes	No
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.		
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.		
10.3 The professional school counselor posts a weekly or monthly calendar.		
10.4 The professional school counselor analyzes time spent providing direct service to students.		
Comments:		
Standard 11: The professional school counselor develops a results evaluation for the program.	Yes	No
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.		
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.		
11.3 The professional school counselor knows how to collect process, perception and results data.		
Comments:		

Standard 12: The professional school counselor conducts a yearly program audit.	Yes	No
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.		
12.2 The professional school counselor shares the results of the program audit with the advisory council.		
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.		
Comments:		
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.	Yes	No
13.1 The professional school counselor promotes academic success of every student.		
13.2 The professional school counselor promotes equity and access for every student.		
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.		
13.4 The professional school counselor understands reform issues and works to close the achievement gap.		
13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.		
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.		
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.		
Comments:		

Total Number of "Yes" Responses: _____

Total Number of "No" Responses: _____

Additional Comments:

Counselor's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Mount Mercy Academy

Comprehensive School Counseling Plan

Program Audit

Program audits serve to set the standards for the school counseling plan. The audit is used to breakdown and analyze each program component. Once completed, the audit indicates implementation areas that will need to be improved or enhanced.

The primary purpose for collecting this information is to guide future actions within the program and to improve future results for all students. The audit results should drive the program goals, training, and behavior for the following year.

Mount Mercy Academy Comprehensive School Counseling Plan

Program Audit (Internal Checklist)

Directions: Write the number beside each statement using the following criteria:

0=None; 1=In Progress; 2=Completed; 3=Implemented; 4=Evaluated

Audits serve to set the standard for the school counseling program. Audits are first performed when a counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of the audit, strengths and weaknesses are determined, and goals are created for the following school year.

School: Mount Mercy Academy

Date: _____

Foundation

I. Beliefs and Philosophy

The philosophy is a set of principles that guides the development, implementation, and evaluation of the school counseling program.

Criteria	0	1	2	3	4
1.1 A statement of philosophy has been written for the school counseling program.					
1.2 Defines how the program will be evaluated and by whom.					

II. Mission of School Counseling Programs

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (what is required for each student 5-10 years after graduation.)

Criteria	0	1	2	3	4
2.1 A mission statement has been written for the school counseling program.					
2.2 Links with the vision, purpose and mission of the state, district, and school.					
2.3 Indicates the long-range results desired for all students.					

III. Domains and Goals

Goals are the extension of the mission and focus on the results students will achieve.

Criteria	0	1	2	3	4
3.1 Goals have been written for the school counseling program.					

IV. Standards/Competencies

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling program. They are developed and organized into content areas.

Criteria	0	1	2	3	4
4.1 Student competencies have been written that directly relate to the domains: academic, career, personal/social.					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.					
4.3 Selected competencies are based on assessment of student needs and are measurable and observable.					

Delivery System

V. Guidance Curriculum

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities 6-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

Criteria	0	1	2	3	4
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.					
5.3 Content is measurable (by pre-post test, production creation, or other methods).					
5.4 Materials, equipment and facilities are available to support the program delivery.					
5.5 Effectiveness of curriculum is evaluated annually.					

VI. Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

Criteria	0	1	2	3	4
6.1 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests.					
6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan).					
6.3 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement.					
6.4 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of students and their parents.					

VII. Responsive Services

Responsive services within the school counseling program consist of activities to meet the immediate needs of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

Criteria	0	1	2	3	4
7.1 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (conflict resolution and/or peer mediation).					
7.2 There is a systematic and consistent provision for the referral of students who exhibit barriers to learning.					
7.3 Responsive services include: Individual and small-group counseling Crisis counseling Peer facilitation Consultation/collaboration Referral system					
7.4 A system is in place to ensure intervention for identified students.					

VIII. System Support

System support consists of management activities that establish, maintain and enhance the total counseling program

Criteria	0	1	2	3	4
8.1 Counselors provide professional development to staff regarding the school counseling program.					

8.2 Counselors participate in professional development activities.

Management System

IX. School Counselor/Administrator Agreements

Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

Criteria	0	1	2	3	4
9.1 Counselors and administrators agree on assignments of counselors.					

X. Use of Data and Student Monitoring

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

Criteria	0	1	2	3	4
10.1 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.					

XI. Use of Time/Calendar

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

Criteria	0	1	2	3	4
11.1 A list of appropriate systems support services (counseling/non-counseling) has been created.					
11.2 A master calendar exists.					
11.3 The master calendar identifies grade level(s), dates and activities.					
11.4 Master calendar is published and distributed to appropriate persons, students, staff, parents and the community.					

Accountability

XII. Results Report

For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result.

Criteria	0	1	2	3	4
12.1 Results are analyzed and used to improve the program in subsequent years.					

XIII. Counselor Performance Standards

The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Criteria	0	1	2	3	4
13.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive counseling program.					

XIV. Program Audit

The program audit provides evidence of the program's alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

Criteria	0	1	2	3	4
14.1 The program is audited annually.					
14.2 The audit aligns with and includes all program components.					
14.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year.					

*Mount Mercy Academy
Comprehensive School Counseling Plan*

APPENDIX

*Glossary
References*

Mount Mercy Academy

Comprehensive School Counseling Plan

Glossary

Accountability: Responsibility for one's actions; involves an explanation of what has been done (responsibility of counselor's performance, program implementation and results)

Action Plan: How the school counselors and other stakeholders intend to achieve the desired result of competency

Advocacy: Actively supporting causes, ideas or policies that promote and assist student academic achievement, career and personal/social needs

American College Testing (ACT): Assesses high school students' general educational development and their ability to complete college level work

ASCA: American School Counselor Organization

Assessment: a tool used to measure the criteria (competencies, indicators, descriptors)

BOCES: Board of Cooperative Educational Services

Career Development: the necessary skill and attitudes for successful transition from school to work or post-secondary training or education

Class Rank: a measure of how a student's cumulative grade point average compares to the other students in his or her class

Collaboration: A partnership where two or more individuals or organizations actively work together on a project or problem

College Board: an association whose mission is to connect students to college success and opportunity. Provides PSAT, SAT and AP tests; includes the CSS profile and college planning tool

Competencies: defines the specific knowledge, attitudes and skills students should obtain

Comprehensive School Counseling Program: a key part of the total educational program that helps every student obtain the skills, knowledge and attitudes in the areas of academic, career and personal/social development

Consultation: Discussions with parents, teachers, other educators and community agencies with regard to strategies to assist students

Counseling: a type of helping process implemented by a professional certified person that involves a variety of techniques and strategies that help students explore academic, career and personal/social issues impeding healthy development and/or academic progress

CSE: Committee on Special Education

CSS Profile: a web based financial aid application service of the College Board. Colleges and universities use the information from this to determine eligibility for nonfederal student aid funds

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data

Delivery System: the means of which the school counseling program is organized and delivered (guidance curriculum, individual student planning, responsive services, systems support)

Domains: broad areas of knowledge base that promote and enhance the learning process (academic, career, personal/social)

Foundation: the mission, philosophy, domains, and ASCA National Standards and Competencies

GED: General Education Diploma

GPA: grade point average

Group Counseling: provided in a small group for students on specific issues

Indicators: measurable evidence that individuals have abilities, knowledge or skills for a specific competency

Individualized Education Program (IEP): a written document developed, reviewed and revised by the Committee on Special Education (CSE) that outlines the provisions needed to meet the unique educational needs of a student with a disability

Individual Advisement: school counselors assist students in establishing educational, career, personal and social goals by involving parents, teachers, other school staff and the community

Individual Assessment: school counselors assist students in analyzing and evaluating abilities, interests, skills and achievement

Individual Counseling: provided to students on a one-on-one basis as needed

Individual Student Planning: consists of school counselors coordinating ongoing systemic activities designed to help the student in establishing personal goals and developing plans for the future

Individual with Disabilities Education Act (IDEA): a federal law enacted in 1975 and reauthorized in 2004 that is designed to protect the rights of students with disabilities by ensuring that they receive a free appropriate public education, regardless of ability. IDEA grants equal access to education for students with disabilities along with special education services and procedural safeguards for parents

Management System: addresses the allocation of resources to best address the goals and needs of the school counseling program

McKinney-Vento Homeless Assistance Act: requires that every public school district designate a Homeless Liaison to ensure that homeless students are identified, immediately enrolled in school, have access to educational opportunities equal to those of their non-homeless peers, and receive assistance in evaluating and meeting their needs unique to their situation

NCAA: National Collegiate Athletic Association

NCAA Eligibility Center: determines eligibility for prospective Division I and Division II college student athletes

Official Transcript: a copy of a student's permanent academic record which includes all courses taken, all grades received, class rank, GPA, and degrees conferred to a student

Personal/Social Development: maximizing each student's individual growth and social maturity in the areas of personal management and social interaction

Philosophy: A set of principles guiding the development, implementation and evaluation of the program

Preliminary Scholastic Aptitude Test (PSAT): a preparatory test for the SAT exam

Program Management: school counselors coordinate planning and management tasks that support the activities for a comprehensive and developmental school counseling program

Program Planning: involves course selection, academic planning and review to make sure students are meeting NYS graduation requirements

Referrals: school counselors refer students and families to outside agencies and services when appropriate; students can also be referred or refer themselves to the services of the school counselor

Responsive Services: activities that meet the immediate need of students, parents/guardians and teachers for referral, consultation or information

Results Data: outcome data; how students are measurably different as a result of the program

Scholastic Achievement Test (SAT): a standardized test for college admissions. The SAT consists of three major sections: Reading, Mathematics, and Writing. It assesses how well the test takers analyze and solve problems (colleges typically look at and combine the Reading and Math sections for admission criteria)

SAT Subject Tests: a set of more than twenty different tests focusing on specific disciplines such as English, History, and Social Sciences

Section 504: a civil rights law that prohibits discrimination against individuals with disabilities and ensures that the student has equal access to an education

Student Support Team (SST): a building level committee consisting of administrators, counselors, nurse, AIS specialists, teachers, psychologists and other related service providers to review relevant information with regard to the school program and its impact on student performance

Systemic Change: change affecting the entire system; focus of the change is upon the dynamic of the environment, not the individual

System Support: professional development, collaboration and teaming, consultation and program management and operation activities that establish, maintain and enhance the total school counseling program

Mount Mercy Academy Comprehensive School Counseling Plan

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