

Decatur Middle School

School Counseling
Program

HANDBOOK

2020-2021

Decatur Middle School
School Counseling Program
5108 S. High School Road
Indianapolis, IN 46221
Phone: (317) 856-5274
www.decaturproud.org

MSD of DECATUR TOWNSHIP

HANDBOOK CONTENTS

<u>INTRODUCTION</u>	3
<u>SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT</u>	3
SCHOOL COUNSELING TEAM	3
<u>THE SCHOOL COUNSELING PROGRAM GOALS & OBJECTIVES</u>	4
<u>OVERVIEW</u>	4
<u>I. DEFINE</u>	7
<u>OVERVIEW</u>	7
<u>A. STUDENT STANDARDS</u>	7
<u>B. PROFESSIONAL COMPETENCIES</u>	7
<u>II. MANAGE</u>	8
<u>PROGRAM FOCUS</u>	8
<u>OVERVIEW</u>	9
<u>A. SCHOOL COUNSELOR MEETINGS / PLCs</u>	10
<u>B. USE OF DATA / DATA TEAMS</u>	10
Activities to Increase Parent/Guardian Participation	11
<u>C. PLANNING DOCUMENTS AND TOOLS</u>	11
Annual Administrative Conference	11
Communication with Staff	12
School Counselor Assignments	12
Use of Time	13
Calendars	14
Professional Development	14
Communication Through Staff and Community Relations	15
<u>D. SCHOOL COUNSELOR ROLES / POSITION STATEMENTS</u>	15
Appropriate and Inappropriate Activities	16
<u>III. DELIVER</u>	17
<u>OVERVIEW</u>	17
<u>MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT</u>	17
<u>MTMDSS SYSTEM OF SUPPORT DELIVERY MODEL</u>	19
<u>A. CORE CURRICULUM / TIER 1</u>	20
Decatur Middle School TIER 1: Core Curriculum Action Plan	20
Community Education Core Curriculum	21
School/District Wide Events	22
<u>B. INDIVIDUAL STUDENT PLANNING</u>	23
Individual Planning – Developing a Six-Year Plan	23
Individual Planning for Students At Risk	23

<u>C. RESPONSIVE SERVICES / TIER 2</u>	24
Targeted Interventions	24
Individual/Small Group Counseling	25
Crisis Response Counseling	25
Peer Mediation/Conflict Resolution	25
Tier 2 Data Elements & Interventions (7/8)	25
Menu of Responsive Services (7/8)	26
<u>D. CONSULTATION/COLLABORATION</u>	27
Consultation with Teachers, Staff, and Families	27
Collaboration Through Committee Participation	27
<u>E. REFERRALS / TIER 3</u>	28
Referrals to Outside Agencies	28
Community Outreach/Agencies	28
<u>IV. ASSESS</u>	29
<u>OVERVIEW</u>	29
<u>A. DATA REVIEW AND PROGRAM RESULTS</u>	29
<u>B. SCHOOL COUNSELOR PERFORMANCE EVALUATION</u>	29
School Counselor Self-Appraisal and Evaluation	30
<u>C. SCHOOL COUNSELING PROGRAM REVIEW</u>	30
<u>D. SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)</u>	30
<u>V. APPENDIX</u>	32

INTRODUCTION

SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was designed and developed through a collaborative process in 2020-21. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate and improve their programs and services for students. The MSD of Decatur Township School Counseling Team is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices and outcomes for the students of MSD of Decatur Township.

DECATUR MIDDLE SCHOOL COUNSELING TEAM

School Counselors

James Storms
Elizabeth Venatta

Communities in Schools Site Coordinators

Jeana Jefferson

DISTRICT ADMINISTRATION

Dr. Matthew Prusiecki - Superintendent

Mr. Tony Burchett - Assistant Superintendent

Mrs. Stephanie Hofer - Assistant Superintendent of Curriculum and Instruction & Secondary Supervisor

Dr. Chris Duzenbery - Director of College and Career Readiness

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THE SCHOOL COUNSELING PROGRAM

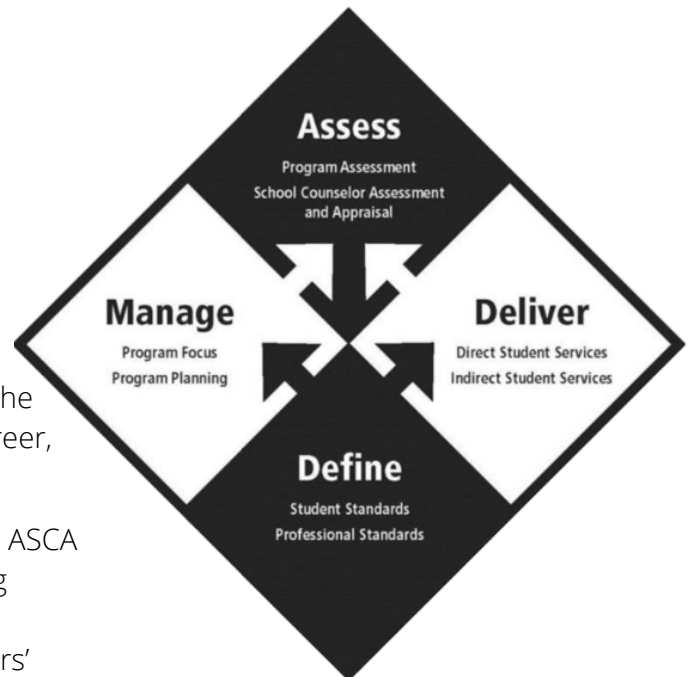
GOALS & OBJECTIVES

OVERVIEW

This section contains the MSD of Decatur Township Middle School Counseling program Goals and Objectives aligned with the American School Counseling Association (ASCA) National Model, 4th ed. (2019), and revised by agreement of all School Counselors in June 2020.

I. DEFINE

- 1.1 Three domains of student development will guide the School Counseling program: Academic, College/Career, and Social/Emotional.
- 1.2 ASCA's National Model, professional competencies, ASCA Mindsets and Behaviors, Indiana School Counseling Competencies for Students, ethical standards, and position statements will guide the School Counselors' program, practice and professionalism within the Decatur Middle School's School Counseling department.



II. MANAGE

- 2.1 The Decatur Middle School School Counseling Department program vision, mission, and belief statements define the purpose and guiding principles for managing and implementing a school counseling and system of support for all students.
- 2.2 School Counseling program goals and objectives will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades 7-8.
- 2.3 As members of the school staff, School Counselors will assume planning and management responsibilities in the School Counseling program.
- 2.4 School Counselors and support staff will meet regularly as Professional Learning Communities (PLCs) to review student data and identify, prioritize, and target student needs.

- 2.5 School counseling services will be provided that engage and encourage parent/guardian participation concerning academic, college/career, and social/emotional decision-making for all students grades 7-8.
- 2.6 School Counselors collaborate with school administration and relevant stakeholders to ensure effective implementation of school counseling services.
- 2.7 School Counselors and administrators collaborate to determine hours of operation which allow adequate opportunities for students and parents/guardians to access counseling services both within and outside of the regular school day.
- 2.8 School Counselors will provide information and materials to staff about the school counseling program and issues that impact teaching and learning.
- 2.9 The assignment of students to School Counselors will be determined by the School Counseling department and administration at each school site based on the unique programmatic considerations of the school and student population.
- 2.10 Student-to-School Counselor ratio is determined to ensure School Counselors equitably address the needs of all students.
- 2.11 School Counselors' use of time is determined in mutual agreement with administration in accordance with the Decatur Middle School's School Counseling program goals.
- 2.12 School Counselors, teachers, administrators, and support staff will be provided professional development opportunities based on individual needs, site needs, and resources available.
- 2.13 The Decatur Middle School School Counseling department will communicate by systematically providing information to staff, families, and community regarding the School Counseling program and activities, services, and support options available to students.

III. DELIVER

- 3.1 All students (7-8) will be provided age and grade appropriate planned school counseling core curriculum that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.
- 3.2 School counseling programs and services will be provided to educate, engage and increase family participation in the areas of academic, college/career, and social/emotional development and decision making for all students grade 7-8.
- 3.3 School Counselors will help students monitor and manage their own learning, as well as to establish personal goals and future plans.
- 3.4 School Counselors will meet with all students (grades 7-18) to develop a four-year graduation plan beginning in ninth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

- 3.5 School Counselors will conduct conferences with each student and, if practicable, the parents or guardians of students at risk of not graduating with their graduation cohort.
- 3.6 Targeted data-driven interventions will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School Counselors will respond to the academic, social/emotional, and/or college/career needs of students by utilizing site and district resources, as well as referring to community resources to address concerns that range from early intervention to crisis response.
- 3.8 Social/emotional counseling will be provided for the purpose of promoting the development of student academic abilities, careers and vocations, and social/emotional skills.
- 3.9 School Counselors will consult with teachers, staff members, support staff and parents/guardians regularly in order to provide information, to support the school community, and to receive feedback on the emerging needs of students.
- 3.10 School Counselors will participate in curriculum committees, community committees, and advisory boards to collaborate on student issues, support programs in the school and community, and gain support for the school counseling program.
- 3.11 In partnership with the Director of College and Career Readiness, School Counselors will collaborate with local businesses, industries, and agencies in order to take advantage of community resources, referral agencies, field trip sites, employment opportunities, and local labor market information.

IV. ASSESS

- 4.1 To demonstrate the impact and effectiveness of the program, School Counselors will analyze school and School Counseling program data to determine how students are different as a result.
- 4.2 An appropriate School Counselor evaluation tool will be developed in collaboration with the School Counseling department that reflects the duties and responsibilities expected of School Counselors, as defined by the ASCA National Model, ASCA Professional Standards and Competencies, ASCA Ethical Guidelines, and the MSD of Decatur Township School Counseling Plan.
- 4.3 School Counselors meet at least once a year to review and update the School Counseling program handbook and School Counseling program activities.
- 4.4 School Counselors serve as leaders in the school community to promote and support student success and act as systems change agents to create an environment that promotes and supports student success.

I. DEFINE

OVERVIEW

School counseling standards for students and professional practice serve as the defining documents of the school counseling profession. Three sets of standards help new and experienced school counselors develop, implement and assess a school counseling program (American School Counseling Association, 2019)

A. STUDENT STANDARDS

- 1.1 Three **domains of student development** will guide School Counseling Program: **Academic, College/Career, and Social/Emotional.**

Student standards guide the development of the program for all students and align with local, state and national initiatives. In the MSD of Decatur Township, three broad domains will guide school counseling and support services' activities: academic, college/career, and social/emotional. These domains of student development will include a list of what all students should know, understand, and be able to do as a result of participating in a school counseling program. Student competency attainment assures equitable access to school counseling services for all students.

The following documents (See Appendix) will guide and influence the selection of competencies:

- [ASCA Mindsets and Behaviors for Student Success](#)
- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [Teaching Adolescents to Become Learners \(University of Chicago\)](#)
- [Indiana School Counseling Competencies for Students](#)

B. PROFESSIONAL COMPETENCIES

- 1.2 **ASCA's National Model, professional competencies, ASCA Mindsets and Behaviors, Indiana School Counseling Competencies for Students, ethical standards, and position statements** will guide the School Counselors' program, practice and professionalism within the Decatur Central High School's School Counselor department

Professional competencies ensure School Counselors are equipped to meet the demands and rigor of the professional practice. Professional competencies outline the attitudes, knowledge, and skills that guide and advise the daily practice of the School Counselor. The following foundational documents serve to guide expectations for the School Counseling department and the practice and professionalism of the School Counselor.

ASCA School Counselor Professional Standards & Competencies serve as a guide for School Counselors self-evaluation and formulation of professional development plans.

ASCA Ethical Standards for School Counselors specify the principles of ethical behavior and serve as standards of accepted practice, guiding the School Counselor's decision-making process to protect both the students and School Counselor.

ASCA Position Statements guide and support the recommended role of the School Counselor and are approved each year by the Governing Board of the American School Counseling Association.

ASCA National Model Executive Summary is the abbreviated version of the defining publication for the school counseling profession.

II. MANAGE

PROGRAM FOCUS

The Program Focus includes the beliefs and benefits of the School Counseling department, the vision for all students, a mission statement aligned with the district mission and program goals, which define how the mission will be carried out.

- 2.1 The Decatur Middle School School Counseling Department **vision, mission and belief statements** define the purpose and guiding principles for managing and implementing a school counseling and system of support for all students.

Vision Statement

The Decatur Middle School School Counseling department facilitates academic achievement, personal/social growth, and college and career readiness through the delivery of a data-driven, evidence-based, comprehensive counseling program. As a result, graduates will depart as risk-taking, socially responsible, global citizens who are lifelong learners with a growth mindset. Through collaboration between home, school, and the community, Decatur Middle School students are empowered to reach their full potential as they pursue a personalized post-secondary pathway.

Mission Statement

The Decatur Middle School School Counseling department provides equitable access and opportunities for all students to develop their personal passion areas in pursuit of their full potential. The School Counseling Program fosters a system of support for all students and families to facilitate personal growth, responsibility, academic achievement and preparation for college and career.

Belief Statements

1. All students can achieve with appropriate support and interventions for learning.
2. All students receive a core counseling curriculum that is developmentally appropriate.
3. School Counselors utilize a multi-tiered, multi-domain system of support to address and meet the needs of all students.
4. Data drives program goals: promoting student achievement, developing personal growth in college and career readiness, and fostering social emotional well being.
5. School Counselors serve as leaders and act as the primary advocate for all students.
6. All students can pursue a postsecondary pathway of their choice.

7. All students should have equitable access to higher level courses and rigorous learning opportunities.
8. School Counselors plan, manage, deliver, and evaluate a comprehensive counseling program with support from building administration.
9. Applying the ASCA Ethical Standards for School Counselors empowers School Counselors to make decisions based on the highest moral principles promoting the maximum development of every student.

2.2 **Annual Student Outcome Goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades 7-8.

Annual Student Outcome Goals guide the delivery of the program and the development of school counseling core curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, and focus on opportunity, attainment and achievement gaps.

Annual Student Outcome Goals

1. Following participation in a tier 2 intervention, 20 targeted students with 2 or more failing grades in core classes through semester 1, will increase 2 failing grades in core classes to a C- or above by May 2021.
2. After receiving tier 1 classroom/virtual counseling lessons, 80% of all DMS students will demonstrate growth in 1 targeted domain in each grade level.
3. Following participation in a tier 2 intervention, 20 targeted students with 2 or more referrals related to self-regulation during semester 1, will receive 50% less referrals during semester 2.

The School Counseling program goals are aligned with the district's multi-tiered systems of support (MTSS) which focuses on improving academics, attendance, and behavior.

OVERVIEW

Planning and managing the school counseling program is essential to ensure efficiency and effectiveness. School Counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon "franchised" services (core curriculum and interventions) are calendared and provided district wide. School Counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with School Counselors at different levels to plan and support appropriate articulation activities to support a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring the programs delivered systemically throughout the district.

2.3 As members of the school staff, School Counselors will assume **planning and management responsibilities** in the school counseling program.

- 2.4 School Counselors and support staff will **meet regularly as Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs.

A. SCHOOL COUNSELOR MEETINGS / PLCs

In alignment with MSD of Decatur Township association agreement/contracts for the 2020-2021 school year, it is recommended that School Counselors utilize the following guidelines for professional development:

- MSD of Decatur Township School Counselors will meet weekly as a Professional Learning Community (PLC) each Wednesday from 2:00 p.m. - 3:00 p.m.

If designated, the Director of College and Career Readiness and/or School Counseling Director will organize and set agendas. Suggested agendas may include the following:

- Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
- Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a new foster student; students with high level of risk, such as a student who is suicidal)
- Program Management* (e.g., climate survey data analysis, finalizing action plans, scheduling groups)
- School Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to talk with an angry parent.)

B. USE OF DATA / DATA TEAMS

A comprehensive school counseling program is data-driven. School Counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. School Counselors and support staff will analyze student data during PLCs to drive priorities for school counseling services. Based on student data, School Counselors will develop a plan of action to meet student needs. Below are sample types of data to consider to identify, prioritize, and target student needs and measure outcomes. Also, below is a sample of different types of data (7-8) as categorized in three areas: standards and competencies (perception), achievement related, and achievement.

DATA METRIC	DESCRIPTION	DECATUR MIDDLE SCHOOL DATA
Process Data	<i>Answer the question "What did you do for whom?"</i>	<ul style="list-style-type: none"> Number of student attendance conferences conducted Number of classroom lessons delivered Number of small groups Number of parent engagement activities
Perception Data	<i>Pre/Post Assessments of curriculum and small group interventions</i>	<ul style="list-style-type: none"> Attitudes Knowledge Skills
Standards &	<i>Mastery of ASCA Standards (Skills)</i>	<ul style="list-style-type: none"> Category 1 Mindset Standards Items 1-6

Competency Related Data	ASCA's mindsets and behaviors. For a comprehensive list see Appendix ...	<ul style="list-style-type: none"> Category 2 Behavior Standards <ul style="list-style-type: none"> Learning Strategies 1, 3, and 5 Self-Management 1-10 Social Skills 1-9
Achievement <i>Related</i> Data	<i>Data correlated to academic achievement</i>	<ul style="list-style-type: none"> Study habits Office/school referrals Attendance rates Parent or guardian involvement Students involvement/engagement
Achievement Data	<i>Measures student academic progress and outcomes</i>	<ul style="list-style-type: none"> Semester grades Midterm grades ISTEP+ Math and ELA scores
Disaggregated Demographic Data	<i>Data which shows the performance of subgroups</i>	<ul style="list-style-type: none"> Ethnicity Gender Socio-Economic Status English Language Learners Special Education Foster and Displaced Youth Grade Level Small Learning Community (SLC) STAR Teacher

2.5 School counseling services will be provided that **engage and encourage parent/guardian participation** concerning academic, college/career, and social/emotional decision-making for all students grades 7-18.

ACTIVITIES TO INCREASE PARENT/GUARDIAN PARTICIPATION

- Offer before and after school event times for informational sessions to accommodate parent work schedules
- Provide childcare, if possible
- Provide transportation
- Hold raffle using donated items as incentive to attend
- Provide refreshments

C. PLANNING DOCUMENTS AND TOOLS

2.6 School Counselors will **collaborate with school administrators and relevant stakeholders** to ensure effective implementation of school counseling services.

Annual Administrative Conference

The Annual Administrative Conference is a tool used to outline the organization and focus of the school counseling program. At the beginning of the school year, the School Counselor and administrator discuss the alignment of the school counseling program goals alongside the goals of the school, and

create a mutual understanding of the School Counselor's specific responsibilities, use of time, caseload, and areas for professional development.

- 2.7 School Counselors and administrators collaborate to determine the hours **of operation** which allow adequate opportunities for students and parents/guardians to access counseling services both within and outside of the regular school day.

Hours of Operation

Department hours will be determined by contract as well as hours of school and district hours of operation.

School Days = 7:00 a.m. - 2:55 p.m.

- 2.8 School Counselors will provide information and **materials to staff** about the school counseling program and issues that impact teaching and learning.

OPPORTUNITIES FOR INCREASED COMMUNICATION

- Be part of various committees where information is discussed and decisions are made
- Keep website informative and up to date and refer to it when communicating with staff
- School counseling calendar and handbook provided to staff
- Provide online opportunities for students and parents/guardians to schedule appointments
- Courses in Canvas for mass messaging to grade levels

- 2.9 The **assignment of students to School Counselors** will be determined by the School Counseling department and administration at each school site based on the unique programmatic considerations of the school and student population.

School Counselor Assignments

School Counselor caseloads (7-8) will be assigned Alphabetically with the following breakdown:

Mrs. Venatta A - F

Mr. Storms G - M

Mrs. Barrett N - Z

- 2.10 Student-to-School Counselor ratio is determined to ensure School Counselors **equitably address** the needs of all students.

School Counselor Ratio

Approximately 1:375

- 2.11 School Counselors' **use of time** is determined in mutual agreement with Administration in accordance with the Decatur Middle School's School Counseling program goals.

Use of Time

The following percentages serve as a guide when determining time spent in each of the three areas of the delivery system (ASCA National Model, 3rd Edition). The program percentages are suggested; the individual time a certain School Counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations. The recommendations below are provided to prioritize program and counselor activities. It is recommended that sites develop a calendar to be shared with all stakeholders that includes an overview of counseling and guidance support activities.

Delivery System Component	Middle School
DIRECT & INDIRECT—80% PROGRAM PLANNING—20%	
Core Curriculum	5%
Individual Student Planning	20-25%
Responsive Services	10-20%
Program Management & Accountability	25%

Type of Services	Definition	Examples	Planned Time Distribution	ASCA Recommendation
Direct Services to Students	In-person interactions between school counselors and students	<i>School Counseling Core Curriculum:</i> Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.	Middle school 5%	80% or more
		<i>Individual Student Planning:</i> Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.	Middle school 20-25%	
		<i>Responsive Services:</i> Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.	Middle school 10-20%	
Indirect Services for Students	Services provided on behalf of students as a result of the school counselor's interactions with others	Referrals: Directing students, parents, and families to school and community resources for additional assistance within the three domains.	Middle school 5-10%	
		<i>Consultation:</i> Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains.	Middle school 5-10%	
		<i>Collaboration:</i> Teaming, partnering, resource sharing, serving on committees and advisory boards, etc.	Middle school 10-15%	
Program	Program	School counseling program foundation,	Middle school	20% or more

Planning and School Support	management and school support services	management, and accountability tasks	10-15%	
		"Fair Share Responsibilities": Routine responsibilities involved in running the school that all members of the school staff take equal turns doing to ensure the school's smooth operation	Middle school 10-15%	
TOTAL:			100%	100%

Calendars

School Counselors will develop and publish an annual calendar. Each spring, the school counseling team is encouraged to design the next year's calendar using the checklist provided in the Appendix (Figure 9-1 p. 37). School Counselors will post calendars on the DecaturProud website to assist in communication with family, students and staff. The Decatur Middle School - School Counseling Annual Calendar is located in the Appendix pp.38-39.

2.12 School Counselors, teachers, administrators, and support staff will be provided **professional development** opportunities based on individual needs, site needs, and resources available.

Professional Development

Professional development is essential to keep abreast of emerging knowledge and to improve the ability of School Counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional development will be provided to School Counselors through a combination of district, site-based, and outside provider opportunities. During the Annual Agreement meeting, the administrator and School Counselor will discuss professional development needs and opportunities.

RECOMMENDED PROFESSIONAL DEVELOPMENT TOPICS	
Positive Behavioral Supports	Career Exploration Program
Trauma Informed Care	Alternative Education Options
DATA (analysis, extrapolating, creating reports, interpreting, sharing)	Community Services
Student Data System Procedures (Skyward)	Crisis Intervention
Character Education Programs	Safe and Drug Free Schools
Career/Technical Pathways and Options	Anger Management/Restorative Justice Practice
Meeting the Unique Needs of Special Education Students	College Admission Requirements
Meeting the Unique Needs of English Language Learners	Financial Aid/ Scholarships
Assessment and Accountability	Transcript Analysis
Intervention Strategies (Behavioral, Social, Academic)	Parent (engagement , strategies, curriculum)

- 2.13 The Decatur Central High School Counseling Department **will communicate** by systematically providing information to staff, families, and community regarding the school counseling program and activities, services, and support options available to students.

Communication Through Staff and Community Relations

Communicating with staff, parents/guardians, businesses, civic organizations and social services to share the programs, activities and outcomes ensures School Counselors are communicating about the needs of all students.

RECOMMENDED AVENUES FOR DISTRIBUTION OF INFORMATION

- School and grade level all-calls and mass emails
- Canvas “Class of XXXX” and Canvas messages
- ParentSquare
- School counseling Department Twitter @DMSCounselors1
- The DecaturProud School Counseling website: decaturproud.org/schoolcounseling
- School Counseling Department Newsletter
- Staff emails

D. SCHOOL COUNSELOR ROLES / POSITION STATEMENTS

The Decatur Middle School School Counseling Program agrees to utilize the **Position Statements** of the American School Counselor Association (ASCA) as guidelines in recommending the following roles for school counselors (See Appendix).

Role in Discipline

The School Counselor’s role in discipline is to provide a comprehensive program that includes systems of prevention and intervention.

504’s and IEP’s

The School Counselor’s role is to serve as an expert team member at meetings, providing consultation, support, and assistance developing students’ intervention plans. School Counselors are encouraged to become well educated regarding their appropriate role when attending these meetings.

School Counselors should not serve as the decision makers or in a supervisory capacity. Instead, School Counselors have a responsibility to be a part of designing portions of these plans that relate to the comprehensive school counseling program. It is inappropriate for the professional School Counselor to serve in supervisory or administrative roles such as:

- Making decisions regarding placement or retention
- Serving in any supervisory capacity related to the implementation of IDEA
- Serving as the LEA representative for the team writing the IEP
- Coordinating the 504 planning team
- Supervising of the implementation of the 504 plan (Hatch, 2014; p. 217; ASCA, 2010a, p. 47)

Role in Master Schedule

School Counselors are vital to the master schedule process and serve as important participants on the schedule team. Master schedule building is most appropriately led by the school administrator, thus ensuring that decisions are made by the individual with the appropriate authority to lead this collaborative work. Working collaboratively, the central office, site administrators, School Counselors, and union representatives developed a list of master schedule building responsibilities ([see Appendix](#)).

Appropriate and Inappropriate Activities

School Counselors and administrators should collaboratively review recommendations for School Counseling and Non-School Counseling Activities. Every effort should be made to create a collaborative plan to discontinue the performance of non-school counseling activities by School Counselors in support of performing the appropriate responsibilities indicated in these guidelines.

Delineation of appropriate roles and responsibilities for Teacher Advisors (if appropriate) and College Access Partners who work with students on campus should be clearly delineated in alignment with the ASCA Position Statements in order to ensure an appropriate service delivery model in accord with training and certification parameters.

In addition, School Counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non-credentialed staff who support and assist the school counseling program (ASCA, 2012, p 45).

Appropriate Duties	Inappropriate Duties
Individual student academic program planning	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending home students who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages and/or valedictorian & salutatorian
Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classrooms or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in the principal's office

Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Coordinating school-wide individual education plans, student study teams and school attendance review boards
Analyzing disaggregated data	Serving as a data entry clerk

III. DELIVER

OVERVIEW

The delivery model for program activities is focused on services and strategies provided to students. These include interactions with students and others as they seek to provide equity and access to support achievement for all students. **ASCA recommends school counselors spend 80% of their time in the delivery system providing both direct and indirect students services.**

Direct Services include interactions with students through:

- Core Curriculum (structured lessons designed to ensure students gain agreed upon competencies);
- Individual Students Planning (activities to ensure students develop future goals and plans); and
- Responsive Services (interventions designed to meet students' immediate data driven needs).

Indirect Services include interactions with others within/outside school settings on behalf of students through:

- Consultation/Collaboration
- Referrals

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

MTMDSS is a framework for organizing a continuum of core instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career,

and social/emotional development, school counselors and other support personnel (school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

TIER 1: CORE [UNIVERSAL] PROGRAM FOR ALL STUDENTS (100%)

The core program is composed of the delivery of services that all students receive (core curriculum, individual student planning, and school-wide events). **District core curriculum** (e.g. School Counseling Core Curriculum) is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students and families such as national awareness campaigns and parent education support this work.

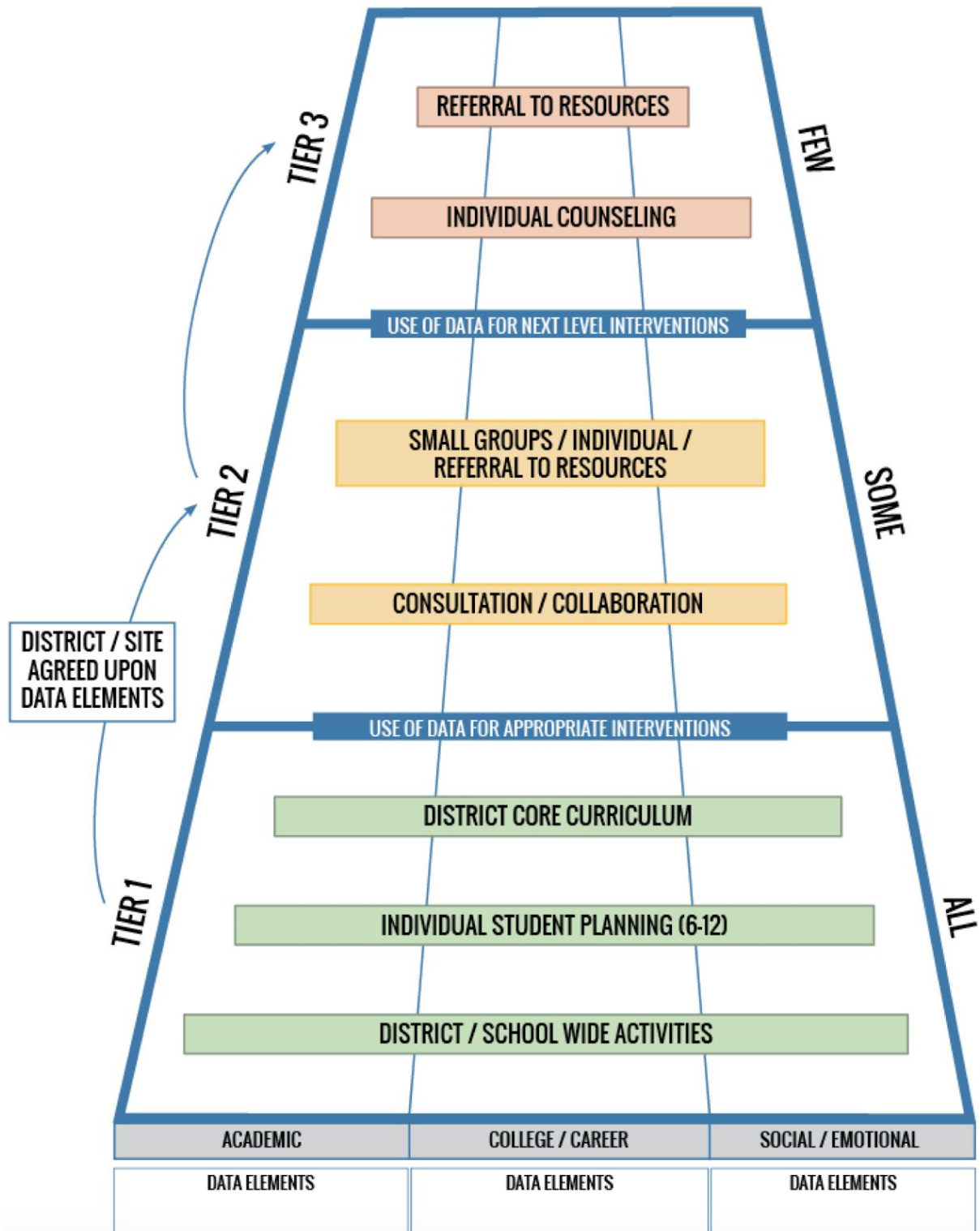
TIER 2: TARGETED INTERVENTIONS FOR SOME STUDENTS (20%)

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, parents/guardians, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, etc.).

TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

Individualized student interventions (e.g. 1:1 counseling) are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of parent, etc.) and unresolved challenges unaffected within Tier 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, parents/guardians, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT
DELIVERY MODEL
(Direct and Indirect Services)



A. CORE CURRICULUM / TIER 1

- 3.1 All students (7-12) will be provided age and grade appropriate planned school counseling core curriculum that promotes knowledge, attitudes and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School Counseling Core Curriculum for ALL Students

School counseling core curriculum 7-12 includes ***equitable learning opportunities for all students through quality and engaging instruction***. Core curriculum lessons are delivered to all students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom (but can also be presented in a large group). Agreed upon lesson content is comprehensive, preventative and proactive in nature. The agreed upon district-wide core curriculum designed by MSD Decatur Township School counselors for grades 7-12 ***promotes continuous improvement*** in student knowledge, attitudes and skills in three domain areas: a) academic development, b) college/career readiness and c) social/behavioral development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

Core Curriculum Counseling Action Plans include:

- Grade Level
- Lesson Core Content (Topic & Curriculum)
- ASCA Domain(s) & Mindset/Behavior Standards
- Projected Start/End Dates
- Number of Students Impacted (Process Data)
- Evaluation Methods (Perception and Outcome Data)

TIER 1: CORE CURRICULUM ACTION PLAN DECATUR MIDDLE SCHOOL (7-8)

Grade Level	Lesson Topic	ASCA Domain & Mindset/ Behavior Standards	Curriculum and Materials	Projected Start/End	Process Data (Projected # of Students Affected)	Perception Data (Type of Surveys/ Assessments to be Used)	Outcome Data (Achievement, Attendance and/or Behavior Data to be Collected)	Contact Person
7	Great Expectations	B-SMS 6. B-SS 3. B-SMS 10.	Counselor created PPT uploaded to Canvas	August	All 7th (576 students)	Pre/Post Assessment	Student Self Report on Google Form	Mr. Storms Ms. Venatta
7&8	Academic Success Skills (Study Skills)	B-SMS 6. M 2. B-LS 3.	Counselor created PPT	Semester 1 8th-September 7th- November	All (1132 students)	Pre/Post Assessment	First Term Grades	Mr. Storms Ms. Venatta

8	Freshman Success	M 4. B-LS 4. B-LS 7	Counselor created PPT and Handouts	Semester 2 January	All 8th (556 students)	Completion of required HS Course Planning on Naviance	80% of the students will complete required HS scheduling materials	Mr. Storms Ms. Venatta
7&8	Academic Motivation	M 5. B-LS 3. B-LS 7. B-SMS 6.	<i>Small Group</i> Materials	Jan- Mar Week 19-27	~5% of Onsite Students	Pre/Post Assessment	Watchlist Increase Grades	Mr. Storms Ms. Venatta
7&8	Self-Regulation	B-SS 2 B-SS 3 B-SS 9	<i>Small Group</i> to Reteach SEL from Second Step	Nov-May Week 13-36	~5% of Onsite Students	Pre/Post Assessment	Watchlist Reduced referrals	Mr. Storms Ms. Venatta

3.2 School counseling programs and services will be provided to **educate, engage and increase parent participation** in the areas of academic, college/career and social/emotional development and decision making for all students in grades 7-8.

Family Education Core Curriculum

School counselors oversee parent/family education that aligns with the core curriculum from school counseling supporting students' academic, college/career and social/behavioral needs. Parent/family education is provided throughout the MSD of Decatur Township and includes:

FAMILY EDUCATION CORE CURRICULUM PLAN 2020-21			
DATE	TOPIC	CONTENT	GRADE LEVEL
July 30, 2020	Back to School Night/Orientation	Specific grade level and/or SLC information provided to parents by the counselors	7-8
September 17, 2020	Senior Application Day	Virtual Post-secondary planning event	12
September 23, 2020	Financial Aid Night	INvestEd will present information regarding the FAFSA and financial aid options (Virtual)	9-12
Due to COVID-19 restrictions, this event will not be held in person	Student Led Conferences	Specific grade level and/or SLC information provided to parents/guardians by the School Counselors	7-12
January 2021	Senior Parent Night	Information pertaining to graduation details, cap/gown, senior merchandise..	12

School/District-Wide Events

School counselors coordinate, oversee and/or participate in various school wide events aligning with core curriculum supporting student academic, college/career and social/behavioral development. District wide events that occur on each site may include the following:

MSD of Decatur Township DISTRICT-WIDE EVENTS for 2020-2021			
GRADE LEVEL	EVENT	DESCRIPTION	DATE
9	9th grade Orientation	Opportunity for 9th graders to spend a day at the school, learn where their classes are and other important information	July 27
7	7th grade Orientation	Students experience what their day as a DMS student will be like. Parents meet with counselors in a round robin platform to discuss changes and experiences their children will have in the next two years. Parents are provided with appropriate interventions to support their children.	July 27
8-12	Indy Westside College Fair	College Fair on the west side of town (Ben Davis High School)	September 23
K-12	College Go! Week	Promoting post secondary options for all students	September 21-25
8	JA JobSpark	Interactive Career Exploration Fair for 8th graders - Virtual due to COVID-19	September 23
K-12	Student Led Conferences	Students lead their parents and an assigned staff member through their accomplishments for the first nine weeks of school.	Canceled due to school restrictions
7-9	Terrace Metrics Risk/Resiliency	Students surveyed on healthy behaviors and attitudes	Fall 2020
8	SLC Open House at DCHS	Parents and students explore each SLC for their choice for 9th grade	December/January
8-11	Area 31 Career Center Open House	Area 31 Career Center Program Exploration Night for students and families Virtual options for exploration.	January 2021

6	SLC Open House at DMS	Parents and students explore each SLC for their choice for 7th grade	Spring 2021
K-12	Cash for College	LearnMore Indiana Campaign for Financial Aid	January 2021
K-12	Career Ready	LearnMore Indiana Campaign for Career Exploration	April 2021

B. INDIVIDUAL STUDENT PLANNING

- 3.3 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals** and **future plans**.

Individual Planning – Developing a Six-Year Plan

Individual student planning consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as individual learning plans and graduation plans. Individual planning is implemented through appraisal and advisement.

- 3.4 School counselors will meet with all students (grades 7-8) to **develop a six-year graduation plan** beginning in seventh grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

Individual Planning for Students At Risk

- 3.5 School counselors will conduct **conferences** with each student and, if practicable, the parents or guardian of **students at risk** of not graduating with the rest of their class.

When appropriate, School Counselors in grades 7-8 will conduct conferences with each student and, if necessary, their parents/guardians who are at risk. The following topics can help guide the conversation:

- Programs, courses, grades, college/career-readiness and options available for students needed for satisfactory completion of middle or high school
- Cumulative records and transcripts of the student
- Performance on standardized and diagnostic assessments of the student
- Remediation strategies, middle school and high school courses, and alternative education options available to the student
- Information on diverse postsecondary education options including trade schools, community college, 4-year universities, and the military

- Eligibility requirements, including coursework and test requirements, and the progress of the pupil toward satisfaction of those requirements for admission to four-year institutions of postsecondary education.
- The availability of financial aid for postsecondary education
- Behavioral choices, consequences, interventions/strategies
- Referrals to school-site and outside community resources

C. RESPONSIVE SERVICES / TIER 2

Targeted Interventions

- 3.6 **Targeted data-driven interventions** (intentional guidance) will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.

The Responsive Services component of the MSD of Decatur Township Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (see data-driven interventions), student self-referral, teachers, parents/guardians, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are identified through surveying student needs and delivered through strategies including: consultation, individual and group counseling, crisis counseling, referrals, and peer mediation/conflict resolution.

- 3.7 School counselors will **respond to the academic and social/emotional needs** of students by utilizing site and district resources, as well as refer to community resources to address concerns that range from early intervention to crisis response.

Intentional Guidance (Targeted Intervention) Action Plans are designed to provide more intensive services to individuals or groups of students who need academic, college/career or social/emotional support. School counselors develop action plans in collaboration with site administration to address predetermined data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each school counselor or site team will develop and implement targeted intervention action plans every year.

- 3.8 **Social/emotional counseling** will be provided for the purpose of promoting the development of student academic abilities, careers and vocations, and social/emotional skills.

Individual/Small Group Counseling: Short-term counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis Response Counseling: Crisis counseling provides prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Peer Mediation/Conflict Resolution: The techniques of peer mediation, restorative justice practices and conflict resolution are used to help students learn how to make changes in the way they react to (get along with) others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other, problem solving and finding solutions.

Tier 2 Data Elements & Interventions

DECATUR MIDDLE SCHOOL TIER 2: DATA-DRIVEN ELEMENTS & (INTENTIONAL GUIDANCE/TARGETED) INTERVENTIONS				
Targeted Data Indicator	Targeted Intervention (Data element)	Grade Level Selection	Time Frame Screening Data	Interventions
Attendance/ Tardies	Calls to parents/guardians. Referral to CIS	7th & 8th	Weekly	<ul style="list-style-type: none"> • Parent/guardian phone calls • Attendance letters • Home visits • Communities in Schools support • Referral to Truancy Court
Behavior (Referrals/ Suspensions)	Referral by SLC Director. Referral by Teacher	7th & 8th	Daily	<ul style="list-style-type: none"> • Restorative justice • Mediation
Course Failures	DMS Extended Day MTSS/RTI	7th & 8th	Weekly	<ul style="list-style-type: none"> • MTSS/ RTI • DMS Extended Day • DTSE
GPA	1.5 or below	8th	S1	<ul style="list-style-type: none"> • At the end of the 1st semester, students are assigned to STEP at DTSE • These students are not

				permitted to select an SLC at DCHS <ul style="list-style-type: none"> At mid-term in the 4th quarter if students are “on track,” they have the option to select a SLC at DCHS
--	--	--	--	--

MENU of SERVICES – MSD OF DECATUR TOWNSHIP
Responsive Services Provided by District and/or DECATUR MIDDLE SCHOOL

ASSESSMENT SERVICES	INTERVENTION PROCESS	DISCIPLINARY OPTIONS
<ul style="list-style-type: none"> Tier I Team <ul style="list-style-type: none"> Academic Behavioral Special Education: <ul style="list-style-type: none"> Emotional Psychological Intellectual Speech Academic Vision Hearing Academic English Language Proficiency Outside Referrals: <ul style="list-style-type: none"> Academic Social/Emotional Career 	<ul style="list-style-type: none"> Tier II Team Health Services through Community Health Network Homeless Education <ul style="list-style-type: none"> McKinney-Vento Foster Youth Support Conflict Management Individual Education Plan (IEP) Section 504 Plan Alternative Education/Apex for Learning Outside Community Resources After School Programs Mental Health Referrals to Cummins Behavioral Health Academic Tutoring After-School Programs Crisis Intervention Team School Safety Team Small Group Counseling Girls, Inc Communities in Schools (CIS) 	<ul style="list-style-type: none"> Behavioral Conference Post-Suspension Conference Behavior Support Plans Consultant Classroom Behavioral Support Non-Instructional Time Behavioral Support Sensory Room

EDUCATIONAL (SKILLS) COMPONENT	INTEGRATED SUPPORT SERVICES	POSITIVE ACTIVITY OPTIONS
<ul style="list-style-type: none"> Core SC Classroom Lessons Conflict Management Alcohol, Tobacco and Other Drug Education Special Education Program Intervention Classes/ELA, Math Independent Study Small Learning Communities High Ability Classes College and Career Readiness 	<ul style="list-style-type: none"> School Counseling Individual Small Groups varies based on student needs Parent Education during 7th Grade orientation Health Services services provided through Community Health Works Support Groups including, but not limited to: new student groups, academic support groups, 	<ul style="list-style-type: none"> Sports School Clubs School Dances Field trips Recognition and Award Assemblies Quarterly Motivational Programs Leadership Development Visual/ Performing Arts School Wide Positive Character

Programs/Events/College Road
Trips/Naviance

- adjustment groups, etc.
- School Resource Officer (SRO)
 - Crisis Intervention
 - Conflict Mediation
 - Restorative Practices
 - Positive Behavioral Interventions & Supports (PBIS)

- Events/Incentives
- Peer Leadership/Mentor Program

D. CONSULTATION/COLLABORATION

- 3.9 School counselors and support staff will **consult** with teachers, staff members, and parents/guardians regularly in order to provide information, to support the school community, and to receive feedback on the emerging needs of students.

Consultation with Teachers, Staff, and Families

School counselors consult with parents/guardians, teachers, other educators, and community agencies regularly in order to provide information and strategies to address concerns in academic, college/career and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access and success.

School counselors consult with:

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| • Administrative Team | • Mental Health Specialists | • Program Coordinator(s) |
| • School Counseling Team Members | • Special Education Teachers | (i.e. PBIS, ELL, etc.) |
| • Teachers | • Nursing Staff | • School Resource Officer |
| • Parents/Guardians | • Classified Employees | • Community Agencies |
| • School Psychologist | • Athletic Coaches | • College Access Partners |
| | | • School Counseling Interns |
| | | • Communities in Schools |

- 3.10 School counselors will participate in curriculum committees, community committees, and advisory boards to **collaborate** on student issues, support programs in the school and community, and gain support for the school counseling program.

Collaboration Through Committee Participation

School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program. Through teaming and partnering they work with educators, parents, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, to improve programs, policies and practices supporting access and equity. Selection of committee topics may vary per site.

COMMITTEE / TEAM PARTICIPATION
Naviance Core Team
Individual Education Program Plans (IEP)
504 Plan Team
Leadership Team
Positive Behavioral Intervention Supports (PBIS)
School Counseling Advisory Council
Second Step SEL Team
School Safety Committee
MTSS Team
Cummins Team

E. REFERRALS / TIER 3

3.11 School counselors will collaborate with local businesses, industries, and agencies in order to take advantage of community resources, **referral** agencies, field trip sites, employment opportunities, and local labor market information.

Referrals to Outside Agencies

School counselors connect students and families with referral sources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crises such as suicide ideation, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Community Outreach/Agencies

- Area 31 Career Center
- Communities in Schools (CIS)
- Cummins Behavioral Health Systems
- Indy Achieves
- Junior Achievement (JA JobSpark)
- National Alliance for Child Safety (NACS)
- Decatur Township Drug Free Coalition
- Marion County Commission for Youth (MCCOY)

IV. ASSESS

OVERVIEW

The fourth component of the comprehensive school counseling program calls for accountability to the program, the School Counselor, and to the students and community served. School Counselors collect and analyze school and school counseling program data to determine how students are different as a result. School Counselors will use data to show the contributions of the school counseling program to student attendance, behavior and achievement. School Counselors analyze program assessments to guide future action and improve results for all students. The performance of the School Counselor is evaluated on basic standards of practice expected of School Counselors implementing a comprehensive school counseling program.

A. DATA REVIEW AND PROGRAM RESULTS

- 4.1 To **demonstrate the impact and effectiveness of the program**, School Counselors will analyze school and school counseling program data to determine how students are different as a result.

A school counseling program must answer the question, *“How are students different as a result of the school counseling program?”* School counseling programs will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement. Sample results reports are located in the [Appendix](#).

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures

B. SCHOOL COUNSELOR PERFORMANCE EVALUATION

- 4.2 An appropriate **School Counselor evaluation tool** will be developed in collaboration with the School Counseling department that reflects the duties and responsibilities expected of School Counselors, as defined by the ASCA National Model, ASCA Professional Standards and Competencies, ASCA Ethical Guidelines, and the Decatur Central High School School Counseling Plan.

School Counselor Self-Appraisal and Evaluation

School Counselors should be evaluated on their performance as a School Counselor. The building level administration will be responsible for evaluating each School Counselor. School Counselors should not be evaluated by the same measures as the classroom teacher. A tool that measures the actual work of a School Counselor was developed and was first utilized in the final evaluation of the 2018-19 school year. This tool utilizes the ASCA recommendations and allows the School Counselor to grow and develop their professional abilities over time. [See Appendix]

As part of the evaluation process, School Counselors utilize an appraisal document for self-assessment, to set personal goals, to drive professional development and to determine needed areas of growth.

C. SCHOOL COUNSELING PROGRAM REVIEW

- 4.3 School Counselors **meet** at least once a year to **review and update the School Counseling handbook and School Counseling program** activities.

The program review is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Reviews are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and areas of improvement are determined, and goals are created for the following school year.

The School Counseling Department of the MSD of Decatur Township will meet quarterly to monitor, adjust and review the program. At the end of each school year a program planning date will be set and data collected will be analyzed and used to develop future program goals, action plans, closing-the-gap activities and more.

D. SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)

- 4.4 School Counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

ASCA's School Counselors' ethical guidelines include the following:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

A.3.b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students. (ASCA, 2016)

A.4.c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling. (ASCA, 2016)

A.13.i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps. (ASCA, 2016)

B.2.d. Provide leadership to create systemic change to enhance the school. (ASCA, 2016)

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, School Counselors use data to promote the success of all students. As an outcome, School Counselors seek to ensure all students receive equitable access to services, interventions and academic opportunities. By taking the lead to collect and analyze school and/or district level data, School Counselors identify existing gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary systemic change.

V. APPENDIX

FOUNDATION

ASCA National Model Executive Summary

<https://schoolcounselor.org/ascanationalmodel/media/anm-templates/anmexecsumm.pdf>

ASCA School Counselor Professional Standards and Competencies

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Mindsets & Behaviors for Student Success

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

ASCA National Standards for Student Success

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Indiana School Counseling Competencies for Students

https://www.in.gov/dwd/files/Indiana_School_Counseling_Competencies_for_Students_FINAL.pdf

ASCA Position Statements

<https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PositionStatements.pdf>

8 Components of College & Career Readiness Counseling

https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf

Teaching Adolescents to Become Learners

<https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Teaching-Adolescents-to-Become-Learners.pdf>

MANAGEMENT

Click on the name to access bookmark shortcut

- A. [Annual Agreement Template](#)
- B. [School Counseling Program Calendar Checklist](#)
- C. [DMS School Counseling Annual Calendar](#)
- D. [Role in Discipline](#)
- E. [Role in Master Schedule](#)

ACCOUNTABILITY

- F. [School Counselor Performance Evaluation](#)
- G. [School Counselor Self-Appraisal Assessment Sample](#)

A. Annual Agreement Template

Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program.

All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent or more
	____ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20 percent or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- | | |
|--|--|
| <input type="checkbox"/> Annual calendar | <input type="checkbox"/> Closing-the-gap action plans |
| <input type="checkbox"/> Curriculum action plan | <input type="checkbox"/> Results reports (from last year's action plans) |
| <input type="checkbox"/> Small-group action plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Caseload and School Counselor's Responsibilities

Indicate how students are assigned to the school counselor's caseload and the specific responsibilities assumed by the school counselor.

Caseload Defined by:	<input type="checkbox"/>	Alpha: last names beginning with _____ to _____
	<input type="checkbox"/>	Grade level: students in grades: _____
	<input type="checkbox"/>	All students in building
	<input type="checkbox"/>	Other: _____
School Counselor Responsibilities	Direct Student Services	
	<input type="checkbox"/>	School Counseling Core Curriculum
	<input type="checkbox"/>	Academic Advisement
	<input type="checkbox"/>	Individual Student Planning
	<input type="checkbox"/>	
	Responsive Services	
	<input type="checkbox"/>	Individual Counseling
	<input type="checkbox"/>	Small Groups
	<input type="checkbox"/>	Crisis Response
	<input type="checkbox"/>	
	Indirect Student Services	
	<input type="checkbox"/>	Referrals to Community Agencies
	<input type="checkbox"/>	
	Special Programs	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	Other	
	<input type="checkbox"/>	
<input type="checkbox"/>		

Professional Collaboration and Responsibilities

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

Budget Materials and Supplies Annual budget: \$_____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____.

My hours will be from _____ to _____ (if flexible scheduling is used).

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School counseling department assistant _____

Attendance assistant clerk _____

Data manager/registrar _____

Career and college center assistant _____

Other staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Figure 9.1 School Counseling Program Calendar Checklist

Annual School Counseling Program Calendars

- ☐ Are designed for the entire year in advance (typically in spring of the prior year)
- ☐ Utilize and reflect the school's master list of important dates for the upcoming year
- ☐ Include all scheduled activities provided in the school counseling program
- ☐ Reserve dates for use of the facility hosting the events or activities
- ☐ Identify prescheduled blocks of dates for schoolwide core curriculum lessons
- ☐ Identify prescheduled dates for gathering or "fish-netting" intervention data
- ☐ Identify prescheduled blocks of dates for planned group interventions
- ☐ Include prescheduled blocks of time for individual student planning meetings
- ☐ Include prescheduled blocks of time for student preregistration and articulation visits with feeder schools
- ☐ Identify prescheduled dates (with topics) for evening presentations, parenting classes, and other opportunities for family involvement or education
- ☐ Include prescheduled blocks of time set aside for parent, student, and teacher drop-ins
- ☐ Include prescheduled time for school counselors to meet as a team with administration, school staff, advisory council, and other district counselors
- ☐ Include school counselor attendance at important site leadership and grade-level meetings
- ☐ Ensure time is allocated for data analysis and program evaluation
- ☐ Are located in several prominent places, such as department bulletin boards, school or student bulletin boards, classroom bulletin boards, administrative offices, parent or guardian center, career center, student store, and other sites used to communicate school events
- ☐ Are published in newsletters, provided on the school and department website, and distributed to appropriate persons: students, staff, parents or guardians, and community
- ☐ Are reviewed and revised as needed and posted on a weekly or monthly basis
- ☐ Are compared at the end of the year with the year's goals for actual versus planned time spent in the delivery of system components
- ☐ Are used when designing and determining system priorities
- ☐ Are reviewed and approved by the principal as an indicator of leadership, advocacy, and foresight in the school counselor's professional approach
- ☐ Send a consistent and predictable message about activities school counselors perform within the school

C. School Counseling Annual Calendar

Decatur Middle School School Counseling Annual Calendar

Fall 2020		
July	21	Parent/Guardian Needs Assessment @ Registration
	27	7th Grade Open House
	30	8th Grade Back to School Night
August	6	First Day of School for Students
	26	Work Session #1
	10-31	7th Grade Core Curriculum - Introduction to Counselor
September	2-27	8th Grade Core Curriculum - At Home Schedule Making
	4	Annual Agreement Due
	21-25	College Go Week
	23	JA JobSpark (8th grade)
	23	Indy Westside College Fair
October	7	Parent Conferences (No School) TBD due to COVID-19.
	12-23	Fall Break
	2-25	7th Grade Core Curriculum - Academic Success Skills
November	3	E-Learning Day - Election Day (No School)
	11	Work Session #2
	11	Advisory Council #1
	26-27	Thanksgiving Break
December	2-13	8th Grade Core Curriculum - Transition to High School
	14-17	Final Exam Week

**Decatur Middle School
School Counseling Annual Calendar**

Spring 2021		
January	4-8	Student Enrollments & schedule changes
	13-21	8th Grade Core Curriculum - Course Planner (Developing 9th Grade Schedules)
	18	Martin Luther King Day (No School)
February	1-26	7th/8th Grade Core Curriculum - Academic Motivation (small group)
	15	President's Day (No School)
	24	Work Session #3
March	2-19	7th/8th Grade Core Curriculum - Academic Motivation (small group)
	26-Apr 2	Spring Break
April	5-30	7th/8th Grade Core Curriculum - Self Regulation (small group)
	21	Work Session #4
	28	Advisory Council #2
May	3-14	7th/8th Grade Core Curriculum - Self Regulation (small group)
	27	Last Student Day

D. Role in Discipline (Hatch, p. 214)

School counselors are addressing *prevention* when they

- Use data to locate trends in student behavior (e.g., referrals, suspensions, Youth Behavior Risk Surveys, climate surveys), present this important information to staff
- Advocate for evidence-based curriculum to be delivered in classrooms school-wide to address data-driven needs
- Coordinate, design, oversee, and evaluate the impact of conflict resolution/peer mediation/peer helper programs and services for students
- Participate in leadership conversations regarding schoolwide discipline issues
- Provide training for staff, students, and parents about conflict resolution, violence prevention, and early warning signs of violence
- Ensure systems are in place that allow anonymous referrals from concerned persons
- Participate in positive behavior intervention programs (PBIS)
- Advocate for classroom, school, and district consistency in discipline policies, practices, and procedures
- Promote accurate and consistent collection of discipline data

School counselors are addressing discipline *intervention* needs when they

- Query student discipline data records to determine which students need counseling interventions for frequent offenses (e.g., five or more referrals = anger management group)
- Ensure students who are identified by data (or referral) are provided with appropriate interventions (group/individual counseling)
- Refer students requiring more intensive intervention than is appropriate to provide in school to outside agencies (ASCA, 2010a, pp. 22, 50)
- Participate in meetings to create SSTs, 504 plans, and IEPs and to develop behavior contracts as appropriate and necessary
- Provide parent/teacher/administrator consultation and collaboration
- Follow up with feedback after receiving a referral from faculty member or administrator

School counselors are addressing discipline *postsuspension* needs when they

- Collaborate with administrators to ensure timely notification of families that their students have been suspended
- Provide a scheduled appointment following a suspension (upon return to school) to review and discuss:
 - What happened
 - What the student did to get the suspension
 - What the student could have done differently
 - What the student can do next time
 - Referrals as appropriate to group counseling, peer mediation, or outside counseling

Figure 9.7 Master Schedule Building Responsibilities

Administrator

- Ensure training for key members of the scheduling team (counselor, minimum of two lead teachers, data specialist, administrator)
- Develop scheduling team (administrators, counselor representative[s], department chairs, guidance assistants)
- Make decisions on FTEs, assigning teachers to classes, reduction or enlargement of sections, when to put on caps, when to “run”
- Review staffing issues

Scheduling Team (administrators, counselor representative[s], department chairs, guidance assistants)

- Review course offerings and updates for next school year
- Review schedule parameters, construction tasks, and constraints
- Advertise curriculum to students
- Set registration process for students
- Edit/update student course selections
- Review scheduling software and capabilities if appropriate
- Finalize courses to be scheduled
- Make section decisions
- Construct master schedule (together)
- Analyze scheduling run

Guidance Assistant

- Enter data about student course selections (input)
- Produce course tallies
- Rerun tallies
- Produce conflict matrix
- Generate all student, teacher, and room schedules

School Counselors

- Review and revise registration forms
- Advertise course options to students and parents
- Teach curriculum on graduation and college requirements
- Explain registration process to students (curriculum)
- Oversee student course selection process
- Edit/update student four-year plans as students select courses
- Participate on the scheduling team (send representative(s) from the counseling office to serve as liaison to administrator in charge of scheduling team)
- Meet with students to ensure they have enrolled in the classes necessary to graduate
- Ensure students have appropriate placement with considerations for IEPs, 504 plans, language needs, et cetera.
- Serve as advisors and consultants to scheduling team when conflicts arise
- Schedule students into appropriate classes

F. School Counselor Performance Evaluation



School Counselor Evaluation

Evaluator Score Sheet

Evaluator _____

Post Conference Date _____

Counselor Evaluated _____

1st Semester _____ 2nd Semester _____

School Name _____

Planning of Services 5%				Reinforcement Objective	
1. Major Function: Development and Management of a Comprehensive School Counseling Program				Indicator:	
1.1 Discusses the comprehensive school counseling program with the school administrator					
1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e. administrators, teachers, students, parents, community and business leaders)					
1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.					
Delivery of Services 75%					
2. Major Function: Delivery of a Comprehensive School Counseling Program		Evaluator Scores	Self-Eval Scores		
Direct Services					
2.1 Provides direct student services (school counseling core curriculum, individual student planning, and responsive s services).				Refinement Objective	
2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.					
2.3 Provides appraisal and advisement to assist all students with academic, career, and personal/social planning.					
2.4 Provides individual and group counseling to students with identified concerns and needs.					
2.5 Engages in leadership opportunities, advocates on behalf of student, school counseling program, and profession.					
Indirect Services					
2.6 Indirect student services are provided on behalf of identified students; strategies to include referrals, consultation, and collaboration.				Indicator:	
2.7 Refers students and parents to appropriate school and community resources to support student achievement and success.					
2.8 Consults with parents and other educators to share strategies that support achievement and success.					
2.9 Collaborates with parents, other educators, and community resources to support student achievement and success.					

ASCA National Model

<u>Accountability 20%</u>		
3. Major Function: Data Analysis, Program Results/ Outcomes, and Program Evaluation and Improvement	Evaluator Scores	
3.1 Identifies and analyzes school data to inform the school counseling program and to measure program results/ <u>outcomes.</u>		Evaluator Observations and Comments
3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school <u>data.</u>		
3.3 Collects and analyzes results/outcome data of school counseling program activities to guide program <u>evaluation</u> and improvement.		
3.4 Monitors student academic performance, attendance, and behavioral data to inform school counseling program <u>goals.</u>		
3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development <u>accordingly.</u>		
3.6 Conducts a school counseling program assessment annually to review extent of program implementation and <u>effectiveness.</u>		
3.7 Shares school counseling program results/outcome data <u>with</u> relevant stakeholders.		
Total Score		

Evaluator Signature _____ Date _____

Counselor Signature _____ Date _____

G. School Counselor Self-Appraisal Assessment Sample

School Counselor Self-Performance Appraisal



School Counselor
Evaluator
Position
Date

1=Basic, 2=Proficient, 3=Advanced

DUTIES AND RESPONSIBILITIES	
DESCRIPTION	RATING
1. Major Function: Development and Management of a Comprehensive School Counseling Program	
1.1 Discusses the comprehensive school counseling program with the school administrator.	
1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, community and business leaders).	
1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.	
1.4 Uses the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent or more of time in direct and indirect services and 20 percent or less of time in program support.)	
1.5 Uses data to develop comprehensive programs that meet student needs.	
Observations and comments:	
2. Major Function: Delivery of a Comprehensive School Counseling Program	
<i>Direct Services</i>	
2.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services).	
2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.	
2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning.	
2.4 Provides individual and group counseling to students with identified concerns and needs.	
<i>Indirect Services</i>	
2.5 Indirect student services are provided on behalf of identified students; strategies to include referrals, consultation and collaboration.	
2.6 Refers students and parents to appropriate school and community resources to support student achievement and success.	
2.7 Consults with parents and other educators to share strategies that support student achievement and success.	
2.8 Collaborates with parents, other educators and community resources to support student achievement and success.	