



New Lexington High School Comprehensive School Counseling Plan

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New Lexington High School Mission Statement

Our mission is to promote the highest level of educational achievement, maximizing all student's potential, while challenging them to become life-long learners and socially responsible citizens. We are committed to excellence as we proudly serve the students, parents, and community of our district. We hold high expectations for all learning to strive to create a positive school climate that emphasizes school spirit!

School Counseling Mission Statement

The mission of the school counseling program is to provide all students with a comprehensive school counseling program centered around engaging curriculum that encourages the highest level of student achievement through their growth in academic, career, and emotional/social domains. In partnership with instructors, administrators, parents, affiliate school counselors, and community stakeholders, the program will help inspire, challenge, and prepare students to reach their full potential.

Program Description

School counselors work with all students, school staff, families and members of the community as an integral part of the education program. . Ohio School Counselors are licensed according to ORC 3301-24-05, having completed an approved master's program and extensive internship. These services should be under professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal.

The role of the school counselor is to promote school success through a focus on academic achievement, prevention and intervention activities, and student advocacy, all while focusing on three core domains: academic, career, and social/emotional development. Secondary school counselors are responsible for implementing direct and indirect services while correlating their program with the Ohio School Counseling (OSCA) standards.

Major Functions of the School Counseling Program

Academic Counseling and Planning: School counselors should be cognizant of student's academic needs, placement into appropriate classes and programs, career and college preparedness, and effectively using data for making decisions on placement.

College and Career Readiness: School Counselors are to work directly with students and also in collaboration with school staff, colleges and community agencies to prepare for the process of college, employment, military opportunities. Programs should be based on needs of students and should directly correlate with future planning and decision making.

Crisis Intervention Services: School counselors should develop a crisis plan and be able to implement such plan when occasions arise. This may and include but not be limited to: death, suicide, pregnancy, and child abuse. This plan should include steps and local support services agencies to best assist the student in need.

Counseling/Mediation: School counselors are professional educators trained and licensed in the mental health field. They are well versed and can respond to the needs and challenges that students from diverse populations face. Whether it is individual, group, or crisis intervention, school counselors are equipped to provide short-term mental health treatment and responsible for referrals to local agencies for long term treatment.

Documentation: School counselors are required to keep appropriate documentation on students ranging from conversations, phone calls, meetings, academic records, testing data, and any other documentation deemed applicable.

Program Focus:

Beliefs

- All students can achieve and meet high standards that will result in college and career success.
- Student developmental needs are best met by implementing a comprehensive school counselling plan.
- School counselors should abide by the professional ethics of school counselors as outlined by the Ohio School Counselor Association (OSCA) standards.
- School counselors should participate in professional development essential to maintaining a quality school counseling program.
- School counselors must advocate creating equitable access to rigorous curriculum and opportunities for every student.
- School counselors use data to make applicable decisions to promote student achievement.
- School counselors should make sure all students feel safe, welcome and respected within the school.
- The school counseling program should be integral to the educational process, reach all students with different educational needs, be sensitive to multicultural and diversity issues, and be data driven to meet academic, career, and social/emotional needs.

Ethical Issues:

School counselors should apply the American School Counseling Association (ASCA) Ethical Standards for school counseling. This includes having a responsibility to the students', parents' and colleagues' values, beliefs, and rights. Maintaining appropriate confidentiality and knowing students' and parents' rights when it pertains to confidentiality. School counselors must also maintain professional competence and promote responsible decisions to the communities they serve.

Philosophy

All children deserve an equal chance to have an optimal quality of life. We, as counselors, believe all children can flourish to reach their full potential, but some are not born with the means to do so. Counselors aim to create an environment where healthy relationships are formed using understanding, compassion, and empathy. Through respect and listening, we have the resources to better a child's life.

New Lexington High School Demographics

The New Lexington Community is a rural area encompassing approximately 98 square miles with a city population of 5,000. There is a diversified industrial base as well as agriculture. The school district is located 56 miles southeast of Columbus and 28 miles west of Zanesville.

New Lexington School District houses approximately 1,000 students in two elementary schools, one middle school of 500 students and one high school of 550 students. The school population is expected to grow slightly in the next few years. New Lexington schools offer comprehensive education programs K-12. Academic and extracurricular achievements are a source of pride to the community which has translated into excellent community support and participation.

Student activities include: Band, Baseball, Basketball, Football, Cheerleading, Cross Country, Dance Team, Drama Club/Thespians, Fellowship of Christian Athletes, , Future for Agriculture, Family Career and Community Leaders of America, Flag Corp, Future Problem Solvers, Golf, National Honor Society, Quiz Team, Science Olympiad, Softball, Spanish Club, Student Council, Track, Volleyball, Wrestling and Yearbook.

Student Demographics:

Race/Ethnic Diversity: 1%

SES: Estimated median household income &\$32,125 (as of 2013)

Free and Reduced Lunch: 100%

Post-Graduate Statistics: Approximately 40% attend a post-secondary academic institution

Grading Scale

PERCENTAGE	SCORE	
A 90 – 100	A 100 - 93	C 76-73
B 80 - 89	A- 92 - 90	C- 72-70
C 70 - 79	B+ 89-87	D+ 69-67
D 61-69	B 86-83	D 66-63
F below 60	B- 82-80	D- 62-60
	C+ 79-77	F 59 or below

New Lexington High School Graduation Requirements

Class of 2017

English	4 Units
Math	4 Units
Science	3 Units
Social Studies	4 Units
Phys. Ed	.5 Units
Health	.5 Units
Info Tech	.5 Units
Elective	4.5 Units
Total	21 Units

***In addition to the above chart, students must have 1 unit of Algebra 2 or equivalent, .5 units of Government, .5 units of American History, and units in fine art and financial literacy.

***Passage of all 5 parts of the Ohio Graduation Test is required

New Lexington High School Graduation Requirements

Class of 2018 and Beyond

English	4 Units
Math	4 Units
Science	3 Units
Social Studies	4 Units
Phys. Ed	.5 Units
Health	.5 Units
Elective	5 Units
Total	21 Units

***In addition to the above chart, students must have 1 unit of Algebra 2 or equivalent, .5 units of Government, .5 units of American History, and units in fine art and financial literacy.

****Students have 3 options for passage of state testing: obtain 18 points over 7 end of course state tests, achieve remediation free scores on the ACT designated by the state, or achieve industry approved credentials and a work readiness score on ACT WorkKeys.

Ohio's State Tests

Students must accumulate at least 18 points on seven end-of-course states tests

Algebra 1 or Integrated Math I	English I
Geometry or Integrated Math II	English II
American Government	Biology
American History	

Each test score earns you up to 5 graduation points. You must have a minimum of four points in math, four points in English, and six points across science and social studies

Or

College and Career Readiness Tests: Earn remediation free scores on either:

ACT

English-18 or higher
Mathematics-22 or higher
Reading-22 or higher

SAT

Writing-430 or higher
Mathematics-520 or higher
Reading-450 or higher

You will take these tests in your district during a one-time statewide spring test in grade 11.

Or

Industrial credential and workforce readiness

Earn a minimum of 12 points by receiving a State-Board of Education approved, industry recognized credential or group of credentials in a single career field and earn a 13 on WorkKeys, a work-readiness test.

*****Students taking College Credit Plus courses in these subjects will use the course grade, not end-of-course test points, to determine their points earned toward graduation

A or B	5 points
C	4 points
D	3 points
F	0 points

School Counselors Yearly Schedule

August:

- Scheduling (*Standard 2, 3*)
 - Balancing
 - Making sure ALL students have a schedule
 - Scheduling ALPHA returnees
- Freshman Orientation/Open House/Freshman Transition Services (*Standard 2*)
- Put in A+ Classes for failures/ Return students to classes who have failed (*Standard 3*)
- Scheduling new enrollees (*Standard 2*)
- Schedule Changes (*Standard 2*)
- Putting in TA's (*Standard 2, 3*)
- eAcademy Start-up (*Standard 2, 3, 5*)

September:

- Update Website (*Standard 3*)
- College Visits to School (*Standard 2, 3*)
- Schedule changes (*Standard 2*)
- Senior Credit Checks (*Standard 3, 4*)
- NCAA Eligibility updates (*Standard 3*)
- AP Audit (*Standard 3*)
- ACT Signup (*Standard 2,3*)
- Senior College Presentations in English Classes (*Standard 2*)
- PE Waiver Forms turned in (*Standard 3*)
- Student of the Month (*Standard 2*)
- 504 Updates (*Standard 2,5*)
- Parent Teacher Conferences (*Standard 2*)
- CCP Signups through COTC/Hocking (*Standard 2,3*)
- Mental Health Conference (*Standard 6*)
- Plan FAFSA Night (*Standard 2, 5*)
- BLT Meeting (*Standard 6*)

October:

- Hocking College Fair (*Standard 2*)
- Meet with Failing Freshman (*Standard 2*)
- Fall OGT's (*Standard 2,3*)
- College Visits (*Standard 2*)
- ACT given at NL (*Standard 2, 3*)
- HOBY Applications (*Standard 2, 3, 5*)
- Scholarship Booklet/Present it in Senior Classes (*Standard 2*)
- Update Scholarships on Website (*Standard 3*)
- Student of the Month (*Standard 2*)
- FAFSA Night (*Standard 2*)
- Upward Bound Presentations/Applications (*Standard 2, 3, 5*)
- SOAR Conference (*Standard 6*)
- A+ Training: Russell, Stutzman, Kline (*Standard 5*)
- Cooper Standard Field Trip (*Standard 2*)
- BLT/SLO Committee (*Standard 5,6*)

November

- Elks Scholarship Due (*Standard 3*)
- All Ohio Counselor Conference (*Standard 6*)

- College Visits *(Standard 2, 3)*
- National Honor Society Qualifiers *(Standard 3)*
- College Application Day *(Standard 2, 3)*
 - Recruit Volunteers, develop packets, organize with students/staff
- Start Senior College Meetings *(Standard 2)*
- Student of the Month *(Standard 2)*
- Straight A FIP Development *(Standard 3, 5, 6)*
- NHS Selection of Students *(Standard 3)*
- Parent/Teacher Conferences *(Standard 2)*
- BLT Meeting *(Standard 5, 6)*

December

- Tri-County Field Trip for Sophomores *(Standard 2)*
- Make sure Hocking has ALL CCP classes *(Standard 3)*
- Senior College Meetings *(Standard 2)*
- ACT Given *(Standard 2, 3)*
- Student of the Month *(Standard 2)*
- BLT Meeting *(Standard 5, 6)*
- SOAR Meeting *(Standard 6)*

January

- Meet with Failing Freshman *(Standard 2)*
- Senior Credit Checks *(Standard 3, 4)*
- Scheduling begins *(Standard 2, 3, 5)*
 - Student requests
 - Development of Course Handbook
- Schedule changes for semester *(Standard 2)*
- AP Audit Finalized *(Standard 3)*
- Student of the Month *(Standard 2)*
- BLT Meeting *(Standard 5, 6)*

February

- Students upload requested classes for upcoming year *(Standard 2, 4)*
- 8th Grade Parent Night *(Standard 2, 3, 4)*
 - Uploading 8th grade requests
- Tri-County Apps *(Standard 2, 3)*
- ASVAB test for Juniors *(Standard 2)*
- Franklin B. Walters Scholarship *(Standard 3)*
- Student of the Month *(Standard 2)*
- Set up CCP Meeting *(Standard 3)*

March

- Spring OGT's *(Standard 3, 4)*
- Scholarships Due *(Standard 3)*
- CCP Meeting *(Standard 2)*
- Schedule NLFT Essay session *(Standard 2)*
- Order AP Exams *(Standard 3)*
- Tri-County Apps *(Standard 2)*
- Create Master Schedule *(Standard 3, 4, 5)*
- Student of the Month *(Standard 2)*
- Spring FAFSA Night *(Standard 2, 3)*
- BLT Meeting *(Standard 5, 6)*

April

- More scholarships due *(Standard 2)*
- Scheduling *(Standard 2, 3)*
- 8th Grade/St. Rose Scheduling *(Standard 2, 3)*
- Determine top ten/valed./salut *(Standard 3)*
- Determine honors diploma *(Standard 3)*
- AIR Testing *(Standard 2, 3)*
- Hocking College Fair *(Standard 2, 3)*
- CCP Applications *(Standard 2, 3)*
- ACT *(Standard 2, 3)*
- Student of the Month *(Standard 2)*
- BLT Meeting *(Standard 5, 6)*

May

- AP Testing *(Standard 3)*
- AIR Testing *(Standard 2, 3)*
- Scholarship Endowment Meeting *(Standard 3)*
- Scholarship Night *(Standard 2)*
- Graduation Practice/Graduation *(Standard 2)*
- Student of the Month *(Standard 2)*
- Finalize graduation list *(Standard 3)*
- BLT Meeting *(Standard 5, 6)*

June

- Final transcripts sent to colleges *(Standard 3)*
- Scheduling *(Standard 3)*
- Put failures back in classes *(Standard 3)*
- Send CCP Grades to Colleges *(Standard 3)*
- Send Tri-County Transcripts/grades to Tri-C *(Standard 3)*
- Balancing the schedule *(Standard 3)*
- Summer ACT *(Standard 2)*
- Summer OGT *(Standard 2)*

All Year:

- Transcripts *(Standard 3)*
- A+ concerns *(Standard 3, 4)*
- Scheduling New Students *(Standard 2)*
- Counseling/Mediation *(Standard 2)*
- Social Security Requests *(Standard 3)*
- IEP/504's *(Standard 2, 3, 5)*
- Grade/Transcript uploading for new students *(Standard 3)*
- Uploading TA lists *(Standard 3)*
- ARMY Visits *(Standard 3)*
- College Visits *(Standard 3)*
- Teacher/Parent Meetings *(Standard 2)*
- Office Meetings *(Standard 5)*

Ohio Standards for School Counselors

See tab for further detailed standards

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

American School Counselor Association (ASCA) Model Themes

"School Counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates" ASCA

Leadership

- Supports academic achievement and student development
- Advances effective delivery of the comprehensive school counseling program
- Promotes professional identity
- Overcomes challenges of role inconsistency

Advocacy

- Direct Student Services
 - School Counseling Core Curriculum
 - Instruction
 - Group Activities
 - Individual Student Planning
 - Appraisal
 - Advisement
 - Response Services
 - Counseling
 - Crisis Response
- Indirect Student Services
 - Student Advocacy
 - Referrals
 - Consultation
 - Collaboration
 - School/Community Collaboration
 - Community Coordination (i. e. Scholarship Night)
 - Program Goals, involving the community
 - System Advocacy
 - Consultation
 - Collaboration
 - Annual Agreement
 - School data profile analysis
 - Needs assessment
 - Action Plans
 - Results reports analysis

- Program goal analysis
- Collaboration with community groups
- Beliefs
- Vision Statement
- Mission Statement
- Advisory Council
- School committees
- District committees
- Board Presentations
- Involvement in state and national professional associations
- Legislative actions

Collaboration

- | | | |
|---------------------|----------------------|-----------------------------|
| • School counselors | • Students | • Community agencies |
| • Teachers | • Secretaries | • Faith-based organizations |
| • Administrators | • Custodians | • Social service agencies |
| • Social workers | • Bus drivers | |
| • Psychologists | • Hospitals | |
| • Nurses | • Community partners | |
| • Cafeteria workers | | |
| • Parents | | |

Systemic Change

- Removes barriers to access to rigorous courses and learning paths for college and career readiness for all students
- Increase access to educational opportunities
- Create clear guidelines for addressing inappropriate behavior such as bullying and harassment
- Increase awareness of school safety issues
- Promote knowledge and skills for working in a diverse and multicultural work setting
- Address over or underrepresentation of specific groups in programs such as special education, honor, Advanced Placement
- Create an environment that encourages any student or group to feel comfortable to come forward with problems

STUDENT COMPETENCIES

ASCA NATIONAL STUDENT STANDARDS: MINDSETS, BEHAVIORS AND COMPETENCIES

STUDENT CONTENT STANDARDS

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for every student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development from a wide array of education standards and efforts.

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

To utilize the standards, competencies that align with specific standards are selected and become the foundation for classroom lessons and activities addressing student needs. The competencies directly reflect the vision, mission, and goals of the comprehensive school counseling program and align with New Lexington School District's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college and career readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012). This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p.2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development: Standards guiding school counseling programs to help students: understand the connection between school and the world of work, plan for and make successful transition from school to post-secondary education and/or world of work from job to job across the lifespan.

Social/Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group, or individual. The standards are arranged within the categories and subcategories based on five general categories of noncognitive factors related to academic performance.

Category 1: Mindset Standards: Includes standards related to the psych-social attitudes of beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards: These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth the effort to learn. The behaviors are grouped into three subcategories:

1: Learning strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remember, or learning.

2: Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control)

3: Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

****Adapted from the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student, American School Counseling Association, September 2014

PROFESSIONAL COMPETENCIES

The school counseling department should provide a comprehensive school counseling program that addresses and supports the needs relating to academic, career, and emotional/social issues. Other stakeholders include parents, teachers, administrators, community agencies and affiliate school counselors should also be integral to the overall effectiveness of the program.

Duties:

- Character education
- Goal setting
- Transition issues
- Safety issues
- Self-awareness
- Learning styles
- Career awareness
- Decision making

Teaming with teachers and staff should be an essential part of the program to help students develop life skills and meeting developmental needs of children. School counselors address students' immediate needs through:

- Prevention and Intervention
- Individual and group counseling
- Crisis counseling
- Grief/loss
- Anger management
- Truancy/dropouts
- Mediation
- Social problems
- Gender issues
- Academic issues
- Abuse
- Coping
- Referrals to community agencies
- Maintaining relationships with mental health agencies in the community
- Conducting meetings/conferences to facilitate issues with students/teachers/parents
- Assisting in academic and career plans
- Interpreting information and assessment results
- Advocating for all students