

COMPREHENSIVE SCHOOL COUNSELING PLAN

2023



EICHOLD-MERTZ MAGNET SCHOOL

2815 GOVERNMENT BOULEVARD | MOBILE, ALABAMA 36606



MOBILE COUNTY PUBLIC SCHOOLS



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ADMINISTRATIVE AND STUDENT SUPPORT TEAM

Mrs. Azure J. Wells, Principal

Mr. Roger Jenkins, Assistant Principal

SCHOOL COUNSELORS

Mrs. Darlene L. Stradford, School Counselor

SCHOOL COUNSELING AND ADMINISTRATIVE TEAM



ABOUT EICHOLD-MERTZ MAGNET SCHOOL OF MATHEMATICS, SCIENCE, AND TECHNOLOGY

Eichold-Mertz Magnet school was the former Chickasaw Elementary School which was built by the Tennessee Coal, Iron and Railroad Company in 1971 to educate the children of employees. During the 1921 school year, Chickasaw Elementary School became a part of the Mobile County Public School system. As a part of the Birdie Mae Davis settlement, Chickasaw School became Chickasaw Magnet School of Mathematics and Science and included an extended day program. In June 2010, Chickasaw Magnet School relocated to the former Clark Magnet School building erected in 1951. On June 2, 2012, the City of Chickasaw separated from the Mobile County Public School System to create their own city school system, thereby securing all three buildings which previously housed the former Chickasaw Magnet School. On June 6, 2014, MCPSS Magnet School was moved into the Eichold-Mertz Magnet School, named for the works of the late Dr. Samuel Eichold II, and internist and Navy veteran who was a nationally known diabetes expert, founder of the Mobile Medical Museum and local history buff and preservationist. He and his wife Charlotte were co-founders of Camp Seale Harris a summer camp for diabetic children. The name Mertz came from an agreement between the school board and the Lundy family, who donated the land on which the school was built, in honor of an area farmer who fought to have a railroad spur for farmers to ship their produce by railway versus having to take their produce to the foot of Government Street.



PURPOSE OF COMPREHENSIVE SCHOOL COUNSELING PLAN

Eichhold-Mertz Magnet School's Comprehensive School Counseling Plan is a framework for school counselors to implement an inclusive, data-driven, results-based School Counseling program. The Comprehensive School Counseling Plan provides details about the program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in academic, career, as well as social and emotional development. The standards and skills for student learning and success are based on the ASCA National Model: A Framework for School Counseling Programs.

The Eichhold-Mertz Magnet School Comprehensive School Counseling Plan is student-centered and based on the following premises:

- Implementation of the ASCA National Model as a framework for each school's comprehensive program.
- School Counselors are leaders of a data-driven, student-centered, results-based, comprehensive program.
- Collecting and analyzing data to create and implement programs of prevention, intervention, and support.
- Providing direct services to increase the interactions and delivery of instruction and interventions to address the academic, social, emotional, and career development of students.

MISSION

The mission of Eichold-Mertz Magnet School Counseling Program is to provide a comprehensive, developmentally age-appropriate, and progressive school counseling program for all students. Students will receive school counseling services that are equally accessible regardless of race, religion, and economic status to move forward with equity in achievement and success for all students. Professional school counselors of Eichold-Mertz Magnet School will lead and advocate for all students through collaboration with school leaders, educators, students, and parents to promote student achievement and academic excellence. Professional school counselors will prepare students to become lifelong learners who achieve success, while developing into contributing members of the 21st century global society.

VISION

The vision of Eichold-Mertz Magnet School Counseling Program is that students are an enthusiastic, creative community of learners who are prepared to continue their intellectual growth and development as productive members of society. Students are successful and aim for the highest levels of academic achievement. As a direct outcome of access to a quality education, students are productive and responsible learners, and display excellence and success in a global society as 21st century citizens.

BELIEFS

We believe:

- All students are entitled to a safe learning environment.
- All students are capable and deserving of learning and receiving a quality education that meets individual student needs.
- School counselors must work to actively engage students, families, educators, and community stakeholders, while helping everyone to grow as partners in the educational experience.
- All students have the right to participate in a comprehensive and developmentally appropriate school counseling program delivered by a professional school counselor.





BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The ASCA National Model provides a framework for the Eichhold-Mertz Magnet School Comprehensive School Counseling program which is valuable and mutually beneficial to stakeholders throughout the community.

BENEFITS FOR STUDENTS

- Ensures all students access to the comprehensive school counseling program.
- Monitors and analyzes data for student growth and achievement.
- Promotes strategies for closing the achievement gap.
- Advocates for students and promotes equitable access to educational opportunities.

BENEFITS FOR PARENTS/GUARDIANS

- Supports active partnerships for student learning and career planning.
- Provides access to school and community resources.
- Advocates for student academic, career, and social/emotional development.
- Provides support, training, and informational workshops
- Provides data for information on student progress.



BENEFITS FOR TEACHERS

- Promotes a collaborative approach to address student needs and educational goals.
- Promotes a positive school climate and student achievement.
- Analyzes data to student achievement.

BENEFITS FOR ADMINISTRATORS

- Develops and implements a comprehensive school counseling program to promote student achievement.
- Utilizes data for school improvement.
- Provides a resource for accountability.
- Provides a proactive school counseling curriculum that addresses student needs and enhances the school climate.

BENEFITS FOR BOARDS OF EDUCATION

- Provides data that supports the implementation of a standards-based school counseling program.
- Ensures equity and access to a quality comprehensive school counseling program for every student.
- Informs the community about school counseling program success.
- Provides data about improved student achievement.

BENEFITS FOR COMMUNITIES

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success.
- Provides a workforce with a stronger academic foundation.
- Promotes equity and access to the workforce.



BENEFITS FOR SCHOOL COUNSELORS

- Defines responsibilities within the context of a comprehensive school counseling program.
- Provides a systemic approach to support all students.
- Ensures the school counseling program contributes to the school's mission.
- Eliminates non-school counseling program activities.
- Recognizes school counselors as leaders, advocates, and systemic agents of change.
- Provides a tool for program management, implementation, and accountability.

RESOURCE: ADAPTED FROM THE ALABAMA STATE DEPARTMENT OF EDUCATION, COMPREHENSIVE COUNSELING GUIDANCE MODEL FOR ALABAMA PUBLIC SCHOOLS (STATE PLAN), 2003



PROFESSIONAL ETHICAL STANDARDS

Purpose

ASCA Ethical Standards for School Counselors sites the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. This document was developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values, and beliefs.

Areas of Focus

The primary areas of focus of the ASCA Ethical Standards for School Counselors are:

- Serving as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Providing support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Informing all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.



ASCA NATIONAL MODEL

Eichold-Mertz Magnet School Counselors incorporate the ASCA National Model as a framework for their school counseling programs. The ASCA National Model consists of the following four components:

1. Define

The following three standards assist school counselors to develop, implement, and assess a school counseling program:

- Attitudes and Essential Skills
- Ethical Standards for School Counselors
- School Counselor Professional Standards & Competencies

2. Manage

The following are the essential components needed for the program focus, design, and implementation of a school counseling program:

Program Focus

- Beliefs
- Vision Statement
- Mission Statement
- Program Planning
- School Data Summary
- Annual Student Outcome Goals
- Action Plans- Classroom, Group, and Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars- Annual and Weekly
- Advisory Council



3. Deliver

Activities and services provided directly to students or indirectly for students to positively impact student achievement, attendance, and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

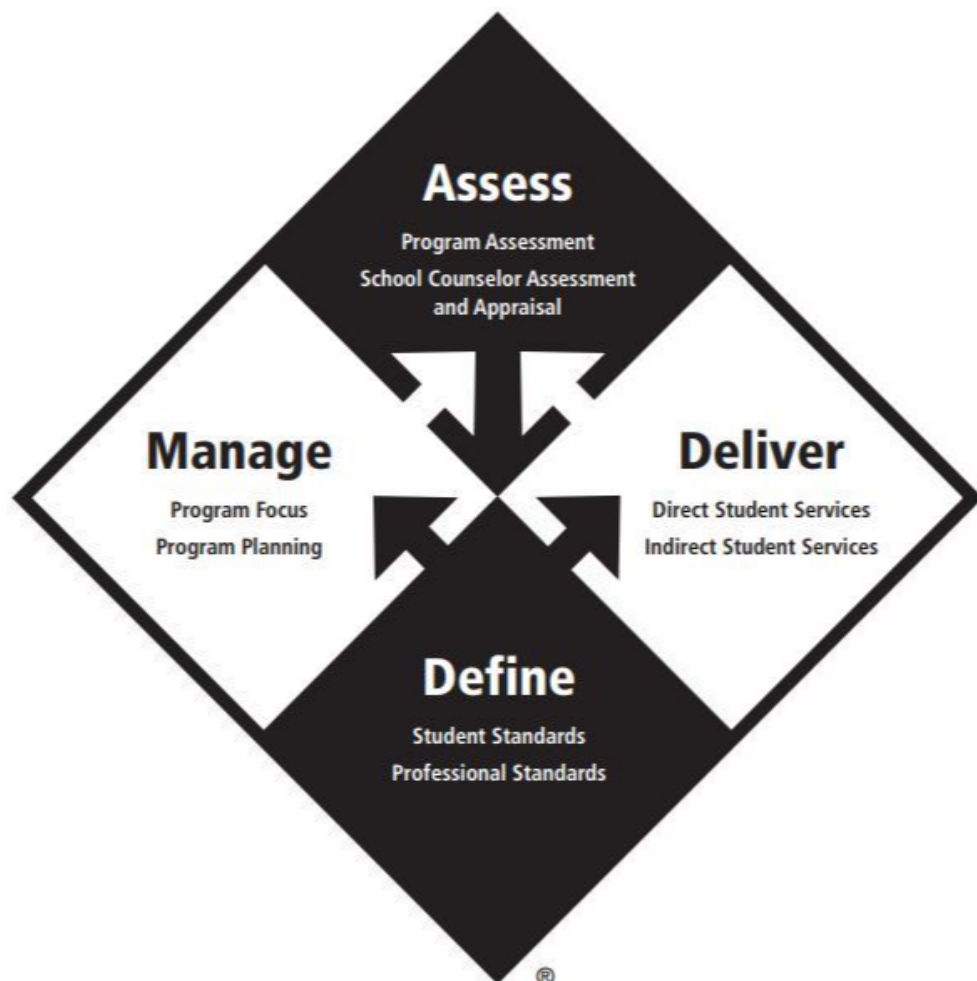
Indirect Student Services

- Consultation
- Collaboration
- Referrals

4. Assess

School counselors analyze the data to determine the effectiveness of the program and services.

Review the results to determine potential areas of improvement.





ALABAMA SCHOOL COUNSELOR ASSOCIATION

ALSCA SKILLS: K-12 COLLEGE AND CAREER READINESS

Each of the following standards can be applied to the academic, career, and social emotional domains:

Attitudes and Essential Skills for Student Success: K-12 College and Career Readiness
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment
3. Positive attitude toward work and learning
4. Self-confidence in ability to succeed
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Understanding that postsecondary education and lifelong learning are necessary for long-term career success
Learning Strategies
7. Critical-thinking skills to make informed decisions
8. Creative approach to learning, tasks, and problem solving
9. Time-management, organizational and study skills
10. Self-motivation and self-direction to learning
11. Media and technology skills to enhance learning
12. High standards of quality for tasks and activities
13. Long and short term academic, career, and social/emotional goals
14. Engagement in challenging coursework
15. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
16. Participation in enrichment and extracurricular activities
Self-Management Skills
17. Responsibility for self and actions
18. Self-discipline and self-control
19. Independent work
20. Delayed gratification for long-term rewards
21. Perseverance to achieve long and short term goals
22. Ability to overcome barriers to learning
23. Effective coping skills
24. Balance of school, home, and community activities
25. Personal safety skills
26. Ability to manage transitions and adapt to change
Social Skills
27. Effective oral and written communication skills and listening skills
28. Positive, respectful, and supportive relationships with other students
29. Positive relationships with adults that support success
30. Empathy
31. Ethical decision-making and social responsibility
32. Effective collaboration and cooperation skills
33. Leadership and teamwork skills to work effectively in diverse teams
34. Advocacy skills for self and others and ability to assert self when necessary
35. Social maturity and behaviors appropriate to the situation and environment
36. Cultural proficiency and responsiveness

PROGRAM ATTITUDES AND ESSENTIAL SKILLS FOR STUDENT SUCCESS

ROLES AND RESPONSIBILITIES OF THE ELEMENTARY SCHOOL COUNSELOR



ROLES AND RESPONSIBILITIES OF THE ELEMENTARY SCHOOL COUNSELOR

- Implement the framework of the ASCA (American School Counselor Association) National Model in school counseling programming and practices.
- Teach the School Counseling curriculum (K-12) face-to-face and virtually.
- Provide academic advisement to students through conferencing and scheduling in order to nurture the behaviors and skills that are critical to students' academic success.
- Provide assistance and support for students who are experiencing social, emotional, and/or behavioral issues that becomes a barrier to students' academic growth and success.
- Provide responsive services to students' mental health needs and assist those students and families seeking resources.
- Provide prevention and intervention lessons to improve educational, attendance, and disciplinary outcomes related to academic development, college and career readiness, and social/emotional needs.
- Collect, analyze, and share data to develop goals and strategies to support students' social, emotional, and learning needs.
- Collaborate with school social workers, attendance officers, resource officers, parents, and community stakeholders to provide resources that promote student achievement.
- Complete and submit referrals to obtain support services for students in need.
- Maintain active role on school leadership and/or academic and behavioral support teams.
- Work closely with administrators, faculty, and staff to promote a safe and healthy learning environment for students.
- Implement a comprehensive appraisal process that evaluates goals and objectives set for the school year.
- Maintain and post updated lessons, announcements, and resources in Schoology.



- Provide individual, small, and large group lessons to all students.
- Attend professional development workshops, programs, and conferences to improve knowledge of School Counseling practices.
- Coordinate and implement staff development meetings for required training modules.
- Utilize various technology programs to deliver classroom lessons, as well as conduct staff development and parent meetings effectively and efficiently.
- Complete ALSDE approved evaluation program as required.
- Follow ethical procedures and guidelines at all times.

ROLES AND RESPONSIBILITIES OF THE ELEMENTARY SCHOOL COUNSELOR



MANDATORY LESSONS

- In accordance with National and State Legislative policies passed, Mobile County Public Schools requires all School Counselors to provide instruction and guidance through the following curricula:
- Erin's Law
- Jason Flatt Act
- Jamari Terrell Williams Act

ERIN'S LAW

In 2015, the State of Alabama passed Erin's Law (Alabama HB 301) which requires that all public schools implement a prevention-oriented child sexual abuse curriculum which teaches students techniques to recognize and report abuse. It further requires all school personnel to report suspected child abuse and/or neglect. As mandated by law, all teachers, administrators, counselors, faculty, and staff members are required to report any knowledge of abuse, neglect, or intent to harm one's self or others as it has been reported to them. All school system employees are **MANDATORY REPORTERS** and are obligated to follow the protocol established.



JASON FLATT ACT

On May 10, 2016, the Jason Flatt Act was signed into law requiring public school personnel to receive annual training on suicide prevention, intervention, and post-vention. The Mobile County Public School System has a Student Personal Safety and Intervention Protocol that addresses the needs of students who express ideations of self-harm.

As mandated by law, all teachers, administrators, counselors, faculty, and staff members are required to report any knowledge of a student expressing intent to harm themselves or others. All Mobile County Public School System employees are **MANDATORY REPORTERS** and are obligated to follow the protocol established.

JAMARI TERRELL WILLIAMS ACT

In 2018, the State of Alabama passed the Jamari Terrell Williams Act (Alabama HB 366) requiring all public schools to implement a prevention and intervention curriculum which teaches students techniques to recognize, report, and avert acts of bullying, harassment, and violence. It further requires all school systems to have policies in place to make such acts punishable.



ADVISORY COUNCIL

An Advisory Council is a group of school and community stakeholders, invited by the School Counselor(s), who meet two times per year. Meetings are coordinated and facilitated by the School Counselor(s). Meetings are held in the Fall and Spring of each school year.

The Purpose of the Advisory Council is to:

- Learn and understand the program goals set by the School Counselor(s).
- Review program results data.
- Provide feedback on goals and achievements.
- Make recommendations about the school counseling program.
- Serve as advocates for the program.



ADVISORY COUNCIL MEMBERS

Members of the Eichold-Mertz Magnet School Counseling Advisory Council are as follows:

- Azure Wells, Principal
- Roger Jenkins, Assistant Principal
- Cally Davis, School Nurse
- Donna Martin, 2nd Grade Teacher/Dyslexia Liaison
- Marcia Autterson, Math Lab Teacher
- Shannon Tillman, Library Media Specialist
- Whitney Prevatt, Speech Pathologist
- Sonya Bryant, Technology Teacher
- Doris Turner, Science Lab Teacher
- Janice Arrington, Math Intervention Teacher
- Anna Stewart, Outdoor Science Lab Teacher
- Breanca Thompson, Penelope House Prevention Educator
- Jairus Jackson, Pre-K-2nd Parent
- Tasha Lang Adams, 3rd-5th Parent
- Jairus Jackson, 2nd grade student
- Olivia Adams, 4th grade student
- Dr. Kimberly Walker, MCPSS Guidance and Counseling Supervisor
- Dr. Monica Motley, MCPSS Guidance and Counseling Director
- C. J. Small, Mobile City Councilman, District 3
- Sherry Dillihay-McDade, MCPSS School Board Commissioner, District 4



ANNUAL ADMINISTRATIVE CONFERENCE

The Annual Administrative Conference is a formal discussion between School Counselors and their Principal that is held at the beginning of each school year. The conference allows the School Counselor to communicate his/her goals for the year, as well as, review and discuss the following:

- Professional and Ethical Standards
- Data Priorities
- Annual Student Outcome Goals
- School Counselor Use of Time
- Student Ratio and Caseload
- Annual Calendar
- Closing-the-Gap Action Plan
- Advisory Council Members and Meeting Dates
- Professional Development
- School and District Committees and Professional Work
- Budget for Materials and Supplies

The Annual Administrative Conference provides the School Counselor a chance to review data with his/her Principal in an effort to advocate for their School Counseling program.



ANNUAL CALENDAR

School Counselors develop an Annual Calendar to prioritize, organize, and communicate school counseling duties, events, and activities for the school year. The Annual Calendar is also a key component to the School Counselor developing and implementing programming and activities that promote student growth and progression in academic, career, and social/emotional development.

AUGUST

- **Direct Services:** Meet the School Counselor lesson – Grades Pre-K-5; Attendance Awareness lesson – Grades Pre-K-5
- **Indirect Services:** Professional Development Day - EMMS Teacher Work Day; Professional Development Day - ASCA National Model Training Reboot @ Spring Hill College Student Center - LeBlanc Room; Teachers Work Day - EMMS Professional Development (AM) & Meet the Teacher (1pm-4pm); Follow Up Friday via Google Meet; Open House; MCPSS School Counseling Fall; Inservice - Spring Hill College Student Center - LeBlanc Room
- **Program Planning and School Support:** Lesson planning for Meet the School counselor lesson; Lesson planning for Attendance Awareness lesson; iReady PD (during labs); EMMS School Counseling program brochure; Selection of Eichold-Mertz School Counseling Advisory Council; Annual Administrative Conference planning



SEPTEMBER

- **Direct Services:** Attendance Awareness lesson – Grades Pre-K-5; Suicide Prevention lesson – Grades Pre-K-5; Healthy Relationships lesson – Grades Pre-K-5
- **Indirect Services:** ASCA National Model Training – Work Session; Faculty & Staff Training: MCPSS Personal Safety & Intervention Protocol, and Mandatory Reporting; Follow Up Friday; Red Ribbon Leadership Awards Ceremony @ Daphne Civic Center; Kuder Galaxy Training
- **Program Planning and School Support:** Penelope House collaboration for Healthy Relationships presentation; Lesson planning for Suicide Prevention lesson; School Data Summary (data collection); ALSCA Virtual Learning Series; Drug Education Council collaboration for Red Ribbon Week; Annual Administrative Conference planning

OCTOBER

- **Direct Services:** Healthy Relationships lesson – Grades Pre-K-5; Bullying Prevention Week activities – Grades Pre-K-5; Bullying Prevention lesson – Grades Pre-K-5; Red Ribbon Week activities – Grades PreK-5; 5th grade field trip to Denton Magnet School; Drug Prevention lesson – Pre-K-5
- **Indirect Services:** Annual Administrative Conference; Follow Up Friday (On a Thursday)
- **Program Planning and School Support:** Annual Administrative Conference planning; Teachers Work Day; Creation of Closing the Gap Action Plan; Denton Magnet School 5th grade field trip planning; Bullying Prevention Week planning; Red Ribbon Week planning; ASCA National Model Imbedded Workshop; Statewide Parenting Day; Clark-Shaw Magnet 5th grade field trip planning



NOVEMBER

- **Direct Services:** Drug Prevention lesson – Pre-K-5; Clark-Shaw Magnet 5th grade field trip; Kuder Galaxy Lesson 1 (Realistic Careers); Kuder Galaxy Lesson 2 (Investigative Careers)
- **Indirect Services:** Faculty/Staff Mandatory Training (makeup session); RR Student Leader Veterans Day breakfast; Alabama Counseling Association Conference – Mobile, AL – November 16-18, 2022; SCUTA Training – Reboot; Follow Up Friday
- **Program Planning and School Support:** ·RR Student Leader Veterans Day breakfast planning

DECEMBER

- **Direct Services:** Kuder Galaxy Lesson 2 (Investigative Careers) – PreK-5; Personal Safety Lesson 1 – PreK-5
- **Indirect Services:** ASCA National Model Training – Reboot 2; School Counseling Advisory Council Fall Meeting (Virtual)
- **Program Planning and School Support:** SCUTA Data Review; Personal Safety lesson planning; School Counseling Holiday Social; Eichold-Mertz Holiday Social



JANUARY

- **Direct Services:** Personal Safety Lesson 1 – PreK-5; Personal Safety Lesson 2 – PreK-5; Penelope House presentation (make up sessions - Grades 3 & 5); Personal Safety Lesson 3 – PreK-5
- **Indirect Services:** Professional Development Days; Follow Up Friday; Follow Up Friday; Compliance monitoring documentation uploads
- **Program Planning and School Support:** Teachers Work Day; USA Career Fair field trip planning; Update to school counseling program vision and mission statement; Review of Compliance Monitoring Documentation; Red Ribbon Leader student project planning and collaboration; ALSCA Governing Board Meeting

FEBRUARY

- **Direct Services:** Personal Safety Lesson 3 – PreK-5; National School Counselor Week activities – Grades Pre-K-5; USA Mitchell Center Career Fair Field Trip – 5th Grade; Personal Safety Lesson 4 – PreK-5
- **Indirect Services:** ·Follow Up Friday; MCPSS School Counselors Winter PD; ALSCA Critical Issues Conference – University of Montavello
- **Program Planning and School Support:** ·Compliance Monitoring/Accreditation review and updates; Prepared for School lesson planning; Test Taking Tips lesson planning – Week of 2/27/23

MARCH

- **Direct Services:** Personal Safety Lesson 4 – PreK-5; Prepared for School Lesson 1 – PreK-1; Test Taking Tips (Part 1) – Grades 2-5; Prepared for School Lesson 2 – PreK-5; Test Taking Tips (Part 2) – Grades 2-5
- **Indirect Services:** ·Follow Up Friday; ALSDE Compliance Monitoring meeting for Elementary School Counselors
- **Program Planning and School Support:** Prepared for School lesson planning; Test Taking Tips lesson planning; Teachers Work Day



APRIL

- **Direct Services:** ·World of Careers - PreK-5
- **Indirect Services:** ·Follow Up Friday; Compliance Monitoring /Accreditation
- **Program Planning and School Support:** ·World of Careers lesson planning; Moving on Up lesson planning; Advisory Council Spring Meeting planning

MAY

- **Direct Services:** ·Moving On Up Lesson 1 – PreK-5; Moving On Up Lesson 2 – PreK-5
- **Indirect Services:** ·Follow Up Friday; School Counseling Spring Advisory Counseling meeting
- **Program Planning and School Support:** CTG Action Plan/Results; Moving on Up lesson planning; Advisory Council Spring Meeting planning; Teachers Work Day

JUNE

- **Direct Services:** SCHOOL NOT IN SESSION – NO DIRECT SERVICES TO PROVIDE TO STUDENTS
- **Indirect Services:** MCPSS School Counselors Summer Retreat
- **Program Planning and School Support:** Analyze school data from the previous school year; Annual calendar for the next school year; School Counselor/Counseling program assessment(s)



USE OF TIME ANALYSIS

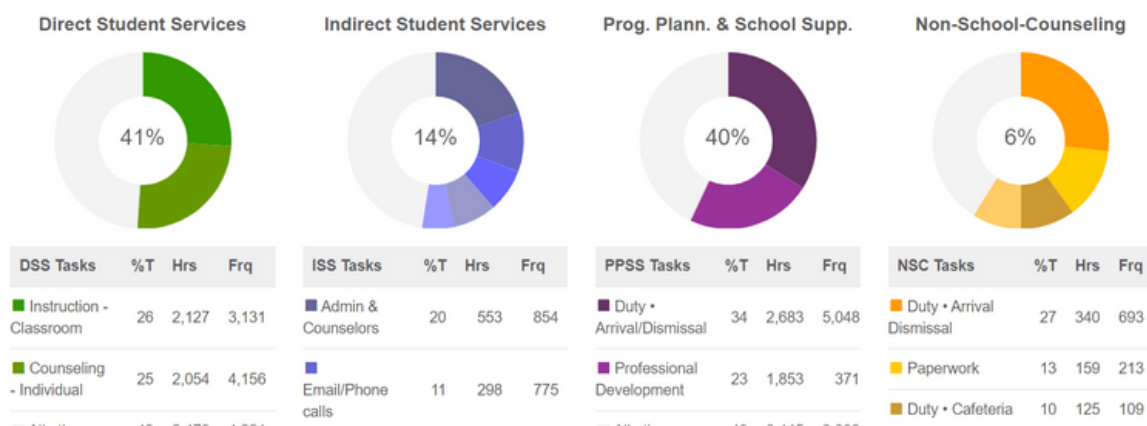
Each year, School Counselors set a goal for planned time allocations of direct and indirect services as well as program planning and school support. Eichold-Mertz Magnet School Counselors strive to reach and maintain the following time allocations for delivery of services:

- Direct Student Services: 75%
- Indirect Student Services: 5%
- Program Planning and School Support: 15%
- Non-Counseling/Fare-Share Duties: 5%

Eichold-Mertz Magnet School Counselors utilize the School Counselor Use of Time App (SCUTA) to document time and activities performed on a daily basis. During the Annual Administrative Conference, School Counselors and Administrators review the data from SCUTA to determine the actual amount of time spent in each of the time allocation components. After a review of the data, adjustments can be made to better utilize the school counselor's time providing direct and indirect services to all students.

The School Counselor Use of Time App (SCUTA) provides Use-of-Time Analysis Reports by district, by individual school, and by individual school counselor. The subsequent pages show SCUTA Use of Time Analysis reports for Eichold-Mertz Magnet School from November 2022 to January 2023.

PARETO ANALYSIS: Nov 15, 2022 - Jan 31, 2023 - School District





DAILY SCHEDULE

School Counselors develop weekly, monthly, and annual calendars that document program planning, appointments, meetings, and other job duties. Within the weekly calendar, school counselors plan their lessons, activities, meetings, and other duties around a daily schedule that consists of the following:

7:30 AM – 8:00 AM – Duty

8:00 AM – 9:00 AM – Responsive Services

- Student Check-Ins
- Parent/Teacher Meetings
- Community Resource Agency Collaboration
- Crisis Intervention

9:00 AM – 10:00 AM – Program Planning and Support

10:00 AM - 12:00 AM - Comprehensive Services

- Classroom Instruction
- Individual/Small Group Sessions

12:00 PM – 12:30 PM – Lunch

12:30 PM – 2:00 PM – Comprehensive Services

- Classroom Instruction
- Individual/Small Group Sessions

2:00 PM – 3:00 PM – System Support

- Leadership Team Meetings
- Data Meetings
- 504/PST Meetings

3:00 PM - 3:30 PM - Duty

PROGRAMMING AND SERVICES



Eichold-Mertz Magnet School Counselors are leaders of data-driven, results based, comprehensive school counseling programs. The ASCA National Model serves as the framework for the Eichold-Mertz Magnet School Comprehensive School Counseling Program as it provides preventative as well as direct and indirect services to promote academic achievement, career awareness, and social/emotional development in all students.

SCHOOL-WIDE INITIATIVES

- **Red Ribbon Week** - A week of activities and events to bring awareness to drug abuse and medication safety
- **Bullying Prevention Week** - A week of activities and events to bring awareness to the importance of bullying prevention
- **Needs Assessments** - Assessments completed by the students, parents, and faculty/staff to determine the needs of the students of EMMS
- **5th Grade Transitional Activities** - Visits from and field trips to feeder pattern/magnet middle schools of MCPSS
- **Rhythm** - Application for Social-Emotional (SEL) awareness of all students
- **Mandatory Training** - All faculty/staff are trained on mandatory reporting of abuse, Erin's Law, Jason Flatt Act, Jamari Terrell Williams Act, Annalyn's Law
- **Annual Open House** - Parents welcomed to EMMS to get acclimated with expectations for the school year. School counselor met with parents and provided school counseling program brochures for parents.
- **National School Counseling Week** - A week of activities and events that bring awareness to the unique contribution of school counselors within U.S. school systems. National School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. National School Counseling Week is always celebrated the first full week in February.



GRADE LEVEL PROGRAMS AND SERVICES

- **Whole Group Guidance/Instruction** - Whole Group lessons provided to all students of EMMS on the following topics: Erin's Law (Personal Safety lessons), Jason Flatt Act (Suicide Prevention lessons), Jamari Terrell Williams Act (Bullying Prevention lessons), Meet the School Counselor, Attendance Awareness, World of Careers series, Penelope House Presentation (Personal Safety), Test Taking Tips series, Moving On Up, Prepared for School, etc.
- **Small Group Counseling** - Small Group lessons provided to select students of EMMS on the following topics: Every School Day Counts (attendance), Welcome New InvestiGators (social-emotional), AIM for Success (achievement)
- **Individual Student Counseling/Planning** - Individual counseling and support provided to individual students of EMMS on the following topics: Divorce, Anxiety, Conflict Resolution, Friendship, Self-Esteem, Goal Setting, etc.
- **Kuder Galaxy** - Lessons on careers provided initially through the school counseling program, then through mentor/mentee

CLOSING THE ACHIEVEMENT GAP



Each Eichold-Mertz Magnet School Counselor has a Closing-the-Gap Action Plan that identifies strategies, interventions, activities, and programs developed and implemented to address barriers to students' success. The plan is designed to address academic, attendance, and/or behavioral discrepancies that have been identified through disaggregation of school data.

The Closing-the-Gap Action Plan includes details on the following information:

- Annual Student Outcome Goals
- ASCA Student Standards
- Interventions that Support Achieving the Annual Student Outcome Goal
- Systemic Focus
- Baseline Data
- Results Data
- Reflection





■ ASCA Professional and Ethical Standards

■ Flyers/Announcement of Activities or Events