KANSAS COMPREHENSIVE

School Counseling Program

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

August 18, 2021

Acknowledgments

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM



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In a 2015 tour of the state, Kansans said that school counseling played a significant role in the success of each student. Effective school counseling programs impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students in their pursuit of successful school experiences.

The state of Kansas believes that every individual student needs to have the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education or the workforce without remediation. The school counselor plays a key role in that goal to have students leave our system prepared for success.

Research has demonstrated that in order to provide maximum program benefits that will positively affect all students, school counselors must implement comprehensive developmental school counseling programs. Additionally, and in light of, the Kansas Multi-Tier System of Supports (MTSS), the role of the school counselor is more important than ever. As MTSS becomes embedded in the fabric of every school, the counselor's ability to assist any student who is struggling, academically or behaviorally, is crucial to ensure every student achieve to high standards.

The Kansas Comprehensive School Counseling Program provides administrators and counselors with guidelines for implementation and accountability as they deliver the best possible services to students, parents/guardians and the community. Thank you for everything you do to ensure that the needs of every child in Kansas are met.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Introduction

The *Kansas Comprehensive School Counseling Program* (KCSCP) is a state-based systematic framework for helping school counselors to design and implement comprehensive school counseling programs at a district or school level. School counselors must have a minimum of a master's degree from a school counseling program or concentration and the KSDE certification endorsement for School Counselor. School counselors deliver comprehensive school counseling programs at all levels of pre-K-12 education with a focus on improving individual student success and school climate. School counselors work with all students. The KCSCP is designed to help licensed school counselors and buildings/districts that do not have a licensed school counselor implement school counseling activities which are comprehensive in scope, preventative in design and developmental in nature. The American School Counselor Association (ASCA) National Model was used as a guide in developing the KCSCP. The Kansas State Department of Education (KSDE) promotes the description of the role of the School Counselor as stated by ASCA. See ASCA's Role of the School Counselor (Appendix).

Kansas State Board of Education Goals and Outcomes

Kansans are demanding higher standards in academic, social-emotional and technical skills, as well as employability and citizenship skills. There is a need to move away from a *"one-size-fits-all"* system that relies exclusively on state assessments. The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas, giving direction for a more student-focused system and resources for individual success.

Kansas State Board of Education Mission:

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Kansans Can Vision:

Kansas leads the world in the success of each student.

Definition of a successful Kansas high school graduate:

A successful Kansas high school graduate has:

- the academic preparation,
- cognitive preparation,
- technical skills,
- employability skills
- and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation. (Approved by State Board in January 2016)

Outcomes for Measuring Progress:

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

Kansans Can School Redesign Project

In support of Kansas' vision for education, Kansas leads the world in the success of each student, KSDE launched the Kansans Can School Redesign Project in 2017. This project was a statewide initiative to redesign Kansas education for each student in every school by 2026 to ensure that every high school graduate is a successful one.

The Kansas State Board of Education defines a successful high school graduate as having, *"...the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation."*

To attain this vision, schools and systems will focus on three key elements:

- Principles,
- Process,
- Conditions.

The four Design Principles ask schools and systems to implement systemic strategies around the following:

Student Success Skills

There is an integrated approach to develop social-emotional growth.

Community Partnerships

Partnerships are based on mutually beneficial relationships and collaboration.

Personalized Learning

There is an integrated approach to develop social-emotional growth.

Real-world Applications

There is an integrated approach to develop social-emotional growth.

In addition to addressing the 4 Design Principles, the Kansans Can Redesign Project also teaches a process. Redesign utilizes the process of Design Thinking in conjunction with *The Four Disciplines of Execution* (McChesney, Covey and Huling, 2012).

Lastly, redesign teaches that schools can not enact successful change without creating the proper conditions of shared leadership and a collaborative culture.

For more information regarding the Kansans Can Redesign Project, please visit this webpage.[1]

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Kansas Requirement for School Counseling Services

All Kansas schools are required to provide *school counseling services* within the requirements set forth for approved accreditation.

Kansas Administrative Regulations (KAR) 91-31-32:

a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.

b) The performance criteria shall be as follows:

9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:

B) counseling services;

Comprehensive in Scope

A comprehensive school counseling program is, theoretically, extensive and far-reaching in its objectives. The program should consider the overall needs of stakeholders and should be accountable to students first and foremost. A high-quality school counseling program rests on the three pillars or domains of school counseling: academic success, social-emotional development and academic success focusing on postsecondary/career readiness.

Preventative in Design

A high-quality comprehensive school counseling program provides for the majority (80% or more) of the school counselor's time to be spent on providing direct services to and indirect services on behalf of students. To meet this goal, a comprehensive school counseling program focuses on preemptive, schoolwide activities and services that give students the skills they might need to problem solve, use resources effectively and set goals so that they may be successful in school.

Developmental in Nature

A quality comprehensive school counseling program aims to ensure that students are able to meet standards for learning. Identified standards should be agreed upon by the school counseling team. While school counseling standards provide norms and benchmarks to show that students are proficient in the three domains of school counseling, school counselors still meet each student where he or she is in his or her specific stage of development. An overarching goal of any school counseling program is to help students grow into active and responsible members of society.

Using the KCSCP and ASCA templates and publications, school counselors are guided in developing comprehensive programs that are:

- Equitable.
- Developmentally appropriate.
- Integrated into the whole district or school.
- Accessible to all students.
- Informed by data.
- Measurable.
- Collaborative.
- Preventative.
- Accountable to the larger school community, families and individuals.
- Results oriented.
- Within the recommended scope of practice.
- Modifiable to fit a specific program.
- Based on student standards for learning.
- Supportive of overarching district goals and school specific missions.
- Professionally responsible.

Grow Your Own School Counselor Model

Kansas schools are currently facing a supply-demand challenge with fewer licensed school counselors than there are school buildings. KSDE encourages districts to consider a grow-your-own model by identifying a committed staff member who has the skill set necessary to become an effective school counselor and encourage this candidate to:

1. Enroll in an approved school counseling graduate program.
2. Refer to them as a *"student services coordinator"* etc. until they qualify for the provisional licensure after completing half of the approved graduate program
3. Establish a professional development plan with the candidate that familiarizes them with:
    - The Curricular Student Standards for School Counseling.[2]
    - The Comprehensive School Counseling Program (this document).
    - The Kansas Social-Emotional Character Development Standards.[3]
    - Measuring Social-Emotional Growth Locally[4]
    - The Flatt Act (suicidal ideation).
    - KSA 72-6147 (the Bullying Statute).
    - Mandated reporting.
    - KSDE also recommends establishing a mentoring program with either a licensed school counselor already in district, at a local education service center, local postsecondary institution and/or community mental health center until the candidate qualifies for the provisional license
    - Become familiar with the ASCA Legal Ethical Responsibilities.[5]
    - Have the candidate subscribe to the KSDE School Counseling list serv by contacting Kent Reed (kreed@ksde.org), KSDE School Counseling Consultant.

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Kansas Curricular Standards for School Counseling

The Kansas State Board of Education approved the revised standards in May 2015. This document provides a framework for student standards relative to the academic, social-emotional and career domains of the Comprehensive School Counseling Program. The Standards can be found at Curricular Student Standards for School Counseling.[1] KSDE staff have converted these standards into student competencies for school counseling, and this document is located in the Appendix.

Student Competencies

Kansans should be proud of everything accomplished while navigating unprecedented times and facing unique educational challenges in the response to COVID-19. A Continuous Learning Task Force commissioned by KSDE developed meaningful ways to help Kansas school districts successfully complete the 2019-2020 school year with social-emotional support and grace for all stakeholders among its top priorities.

The result of this was a collaboration among nearly 100 Kansas teachers, administrators, service centers, educational consultants, KSDE program directors and more. The goal was to review and analyze nearly 30 years of work among current Kansas Standards and, in 30 days, develop a competency-based model in pre-K-2, 3-5, 6-8 and 9-12 grade bands. This work has the potential to change the way we meet students' needs for the next 30 years and beyond by allowing students to demonstrate mastery of their learning in a variety of ways. In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to their individual plan of study. Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level. The Student Competencies for School Counseling document in the Appendix seeks to provide you and your leadership team with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model for your school district, pre-K-12, that will focus on rigor, accountability and an unwavering commitment to personalizing learning for students.

American School Counselor Association (ASCA) Mindsets

School counselors believe:

- Every student can learn, and every student can succeed.
- Every student should have access to and opportunity for a high-quality education.
- Every student should graduate from high school prepared for postsecondary opportunities.
- Every student should have access to a school counseling program.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- School counselors are leaders in the school, district, state and nation.
- School counseling programs promote and enhance student academic, career and social-emotional outcomes.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Kansas School Counseling Programs

Mission

The mission of school counseling programs in Kansas is to facilitate, support and enhance all students' learning; academic development, social-emotional development, career development and postsecondary readiness. This is accomplished by providing all students with comprehensive school counseling programs that are integral to the mission of schools. In collaboration with teachers, administrators, parents and the community, professional school counselors will help all students to be successful lifelong learners and problem solvers.

Vision

Professional school counselors in Kansas are dedicated and committed to empowering all students to achieve academic success, personal and social growth, and college and career readiness. Through comprehensive school counseling programs, professional school counselors working collaboratively with teachers, administrators, parents and the community, foster and facilitate an environment characterized by educational excellence in which all students are well prepared to be lifelong learners and productive citizens.

Purpose

The *Kansas Comprehensive School Counseling Program* (KCSCP) provides a model to guide and assist school administrators and counselors in the implementation of comprehensive and accountable school counseling programs. Based upon ASCA and documented national and state standards, the Kansas Program is a model considered to be "best practice" for the profession. The term "school counseling program" means an articulated, sequential K-12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data and integral to a school district's curricula and instructional program. The Kansas School Counseling Program (KCSCP) has been designed to reflect a comprehensive approach to program foundation, delivery, management and accountability. The KCSCP provides a system that encourages and promotes each student's academic, career and social-emotional development in preparation for the challenges of the 21st century. The KSCCP will help lead administrators and professional school counselors toward a more comprehensive, data-driven and accountable school counseling program that will empower every Kansas student to be college-career ready.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social-emotional development, promote and enhance the learning process for all students.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

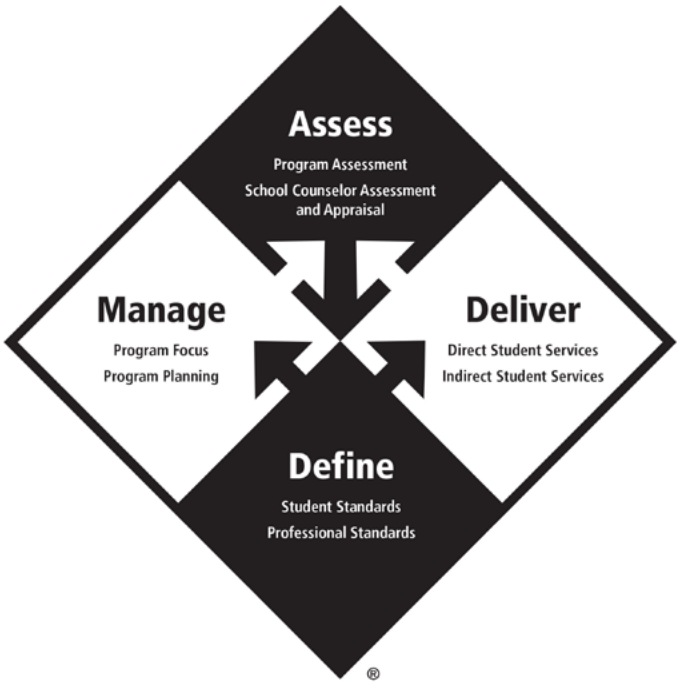
The American School Counselor Association Model

The ASCA National Model and the KCSCP:

- Ensure equitable access to a rigorous education for all students.
- Identify the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program.
- Are delivered to all students in a systematic fashion.
- Are based on data-driven decision making.
- Are provided by a state-credentialed school counselor.
- Support the state board goals.

Effective school counseling programs are a collaborative effort between the counselor, parents and other educators to create an environment that promotes student achievement, values and responds to diversity and ensures equitable access to opportunities and rigorous curriculum for all students.

The ASCA National Model,[6] Fourth Edition



The ASCA National Model diamond is a registered trademark of the American School Counselor Association.[7]

Define

Five sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

- KSDE's Curricular Student Standards for School Counseling[1]
- ASCA Mindsets and Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student[8]

Professional Standards

- Kansas Professional Licensure Standards
- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards and Competencies

Manage

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School data summary
- Annual student outcome goals
- Action plans
  - Classroom and group
  - Closing the gap
- Lesson plans
- Annual administrative conference
- Use of time
- Calendars
  - Annual
  - Weekly
- Annual administrator conference

Deliver

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the Kansas Curricular Standards for School Counseling and the ASCA Mindsets and Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Services

Within the ASCA Model, **direct service has been defined** as *"face-to-face"* interaction and includes the application of counseling or human development skills (such as assessment, training, classroom curriculum etc.).

Individual Counseling

- Meet with individual student to address needs, concerns and barriers to success.
- Meet with individual student to address attendance and school performance.
- Check in with student to identify progress (brief contacts).

Group Counseling

- Specific-topic, small-group sessions.
- Academic study skills groups.
- Peer mediation training with students.
- Non-confidential small-group session, such as new-student groups.
- Mediation between students.
- Psycho-education groups.

Classroom/Large Group Instruction

- Facilitating classroom counseling lessons aligned with the Kansas Standards.
- Facilitating the implementation of career or college day.
- Facilitating the implementation of a schoolwide character education presentation.
- Presentations to students for transition to middle and high school.
- Bullying prevention classroom guidance.
- Student/parent orientation presentations.
- Leading a college-access/scholarship presentation for parents.
- Facilitating a financial aid or student/parent information nights.
- Facilitating a career night for students/parents.
- Co-teaching collaboratively with teachers.

Individual Student Planning/Individual Assessment

- Student course advisement and placement (individual or pairs).
- Student career development/Individual Plan of Study (IPS) advising.
- Conducting student meeting of graduation requirements (individual or pairs).
- Collecting data from student records/consultations for creating a functional behavior assessment.
- Observing a student or group of students for purpose of assessment of student behavior.
- Interviewing individual or paired students for appropriateness for small-group counseling.
- ACT/SAT test interpretation/information sessions for individual or small groups of students.
- Student achievement individual meetings.
- Graduation conferences with students (individual or pairs) to assess needs and develop college plan/college access.
- Conducting mock interviews for scholarships/employment.
- Completing student enrollment documents with student/parent.
- Leading a small group (or individual) of high school students to review their transcript, consider four-year plan and selecting courses for the upcoming school year.
- Advising for elementary to middle school and middle to high school regarding course selection and registration.
- Meeting with individual students about scholarship/summer camp opportunities.
- Working with students to understand their results on the ACT or CFNC assessments.
- Administering or proctoring annual assessment of academic progress (i.e., EOGs).
- Presenting at a district, state or other professional conference (classifies as other).
- Providing staff development segments to address student barriers, cultural diversity and differentiation (classifies as other).
- Facilitating staff in-service training on student development, college recommendation letter writing, coping and stress management, student test-taking anxiety/coping skills, etc. (classifies as other).
- Leading a college-access/scholarship presentation for parents (classifies as other).

Program Planning/Coordinating

Program Planning is separate from Indirect Service. A minimum of 80% of time is recommended for Direct and Indirect Services, and no more than 20% of time is recommended to be in program planning and school support activities.

- Coordination and planning of schoolwide activities and programs.
- Creating and maintaining a program calendar.
- Conducting analysis of data to drive program.
- Working within Teacher PLC's to integrate Kansas SECD and School Counseling Standards.
- Integrating character traits into classroom lessons.
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan.
- Coordinating testing or annual assessment of academic progress (i.e., EOGs).
- Planning and coordinating a career day.
- Planning and implementation of PALS mentor program.
- Leading schoolwide programs and activities, such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Back pack buddies.
- Community outreach.
- Consultations with community and school resources (career development coordinators, social workers, SROs, community agencies) and college liaisons about services they provide. Implementing schoolwide positive behavior programs, such as *Bucket Filling*.
- Participating on committees (RTI, SSMT, PBIS, 504, IEP, School Improvement Team, etc.).
- Facilitate grade-level meetings.
- Distribute scholarship information and head the scholarship committee.
- Substance abuse initiatives with community agencies.

- Work to develop programs of study and assist with student registration and schedule changes.
- Academic awards night preparations/ presentations.
- Planning and assessing a career night for students/parents.
- Serving as a resource for staff, parents, community.
- Website planning/creation/updating.
- Planning and coordinating open house, parent night, special seasonal night meetings.
- Collaborative planning with staff for specific unit related to the counseling curriculum.

Consultation (with teachers, parents, student support personnel, referring agencies, etc.)

- Conducting a home visit.
- Participating in parent/teacher conferences.
- Consultations about a specific student with community and school resources (school psychologist, social workers, administrators, dss and other community agencies service providers).
- Consulting with teachers/parents/other school personnel about a student's functional behavior assessments.
- Referrals to outside agencies for specific student/family services.
- Calling in and working with the crisis team regarding specific student(s).
- Student success team consultation or grade-level consultation with stakeholders regarding a student's behavioral concerns.



Assess

To achieve the best results for students, school counselors regularly assess their program to:

- Determine its effectiveness.
- Inform improvements to their school counseling program design and delivery.
- Show how students are different as a result of the school counseling program school counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator.

The ASCA National Model provides the following tools to guide assessment and appraisal:

- Program Assessment
- School Counseling Program Assessment
- Annual Results Reports School Counselor Assessment, Classroom/Group and Closing the Gap
- ASCA School Counselor Professional Standards and Competencies Assessment
- School Counselor Performance Appraisal Template

Resource

- ASCA National Model[6]

ASCA National Model Executive Summary

School counselors design and deliver school counseling programs that improve student outcomes. "The ASCA National Model: A Framework for School Counseling Programs" outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

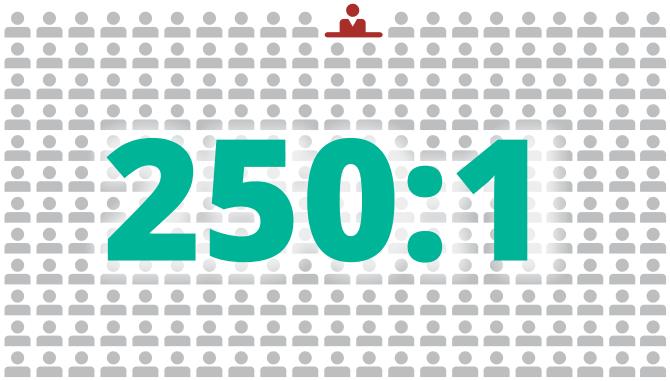
The ASCA National Model guides school counselors in the development of school counseling programs that:

- Are based on data-informed decision-making.
- Are delivered to all students systematically.
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success.
- Close achievement and opportunity gaps.
- Result in improved student achievement, attendance and discipline.

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and social-emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios Matter

Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1. The most recent data (2020-21) indicates that the Kansas ratio is 1:381, which is an improvement from 1:419 in 2019.



Explore the ASCA National Model (American School Counselor Association (ASCA)) website to learn more about the ASCA National Model, its component parts and how developing a school counseling program based on this framework can improve student achievement.

ASCA National Model Executive Summary for Research on the effectiveness of school counseling programs[9].

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess. Additional resources include:

- ASCA National Model; A Framework for School Counseling Programs (4th ed.)[8]
- ASCA National Model Implementation Guide: Manage and Assess (2nd ed.)[10].

The Three Domains of School Counseling

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:

1. Understand the connection between school and the world of work and
2. Plan for and make a successful transition from school to postsecondary education and/or the world of work and 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.

Appropriate and Inappropriate Activities for School Counselors

APPROPRIATE Activities for School Counselors	**INAPPROPRIATE** Activities for School Counselors
● Advisement and appraisal for academic planning.	● Building the master schedule.
● Orientation, coordination and academic advising for new students.	● 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 short-term individual and small-group counseling services to students.	● Providing long-term counseling in schools to address psychological disorders.
● Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data.	● Covering classes when teachers are absent or to create teacher planning time.
● Interpreting student records.	● Maintaining student records.
● Analyzing grade point averages in relationship to achievement.	● Computing grade-point averages.
● Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success.	● Supervising classrooms or common areas.
● Protecting student records and information per state and federal regulations.	● Keeping clerical records.
● Consulting with the school principal to identify and resolve student issues, needs and problems.	● Assisting with duties in the principal's office.
● Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary.	● Coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards.
● Analyzing disaggregated schoolwide and school counseling program data.	● Serving as a data entry clerk.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

ASCA School Counselor Professional Standards and Competencies

The ASCA School Counselor Professional Standards and Competencies[11] outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social-emotional development. These standards and competencies can be used in a variety of ways including:

- School Counselors
  - Self-assess their own mindsets and behaviors.
  - Formulate an appropriate professional development plan.
- School Administrators
  - Guide the recruitment and selection of competent school counselors.
  - Develop or inform meaningful school counselor performance appraisal.
- School counselor education programs
  - Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards and Competencies

The ASCA School Counselor Professional Standards and Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors have about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – The essential skills that are the basis of a school counselor's professional orientation.
2. Direct and indirect student services – Interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders.
3. Planning and assessment – Activities necessary for the design, implementation and assessment of the school counseling program.

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart and the behavior competencies are listed afterward.

MINDSETS

School counselors believe:

M 1. Every student can learn and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

M 4. Every student should have access to a school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

M 6. School counselors are leaders in the school, district, state and nation.

M 7. School counseling programs promote and enhance student academic, career and social-emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation		Direct and Indirect Student Services		Planning and Assessment	
B-PF 1.	Apply developmental, learning, counseling and education theories.	**B-SS 1.**	Design and implement instruction aligned to ASCA Mindsets and Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.**	Create school counseling program beliefs, vision and mission statements aligned with the school and district.
B-PF 2.	Demonstrate understanding of educational systems, legal issues, policies, research and trends in education.	**B-SS 2.**	Provide appraisal and advisement in large-group, classroom, small-group and individual settings	**B-PA 2.**	Identify gaps in achievement, attendance, discipline, opportunity and resources.
B-PF 3.	Apply legal and ethical principles of the school counseling profession.	**B-SS 3.**	Provide short-term counseling in small-group and individual settings	**B-PA 3.**	Develop annual student outcome goals based on student data.
B-PF 4.	Apply school counseling professional standards and competencies.	**B-SS 4.**	Make referrals to appropriate school and community resources.	**B-PA 4.**	Develop and implement action plans aligned with annual student outcome goals and student data.
B-PF 5.	Use ASCA Mindsets and Behaviors for Student Success to inform the implementation of a school counseling program.	**B-SS 5.**	Consult to support student achievement and success.	**B-PA 5.**	Assess and report program results to the school community.
B-PF 6.	Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.	**B-SS 6.**	Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.	**B-PA 6.**	Use time appropriately according to national recommendations and student/school data
B-PF 7.	Demonstrate leadership through the development and implementation of a school counseling program.			**B-PA 7.**	Establish agreement with the principal and other administrators about the school counseling program.
B-PF 8.	Demonstrate advocacy for a school counseling program.			**B-PA 8.**	Establish and convene an advisory council for the school counseling program.
B-PF 9.	Create systemic change through the implementation of a school counseling program.			**B-PA 9.**	Use appropriate school counselor performance appraisal process.

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories.

a. Use human development theories to have an impact on developmental issues affecting student success.
b. Use learning theory to support student achievement and success, including students with diverse learning needs.
c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social-emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.
d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social-emotional development.
e. Use career development theories to promote and support postsecondary planning.
f. Use principles of multi-tiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need.

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education.

a. Explain the organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation.
c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels.
d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs.
e. Explain the nature of academic, career and social-emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care.
f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse and identify best practices for collaborating to have an impact on student success.
g. Articulate a rationale for a school counseling program.
h. Use education research to inform decisions and programming.
i. Use current trends in technology to promote student success.

B-PF 3. Apply legal and ethical principles of the school counseling profession.

a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors.
b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting.
c. Adhere to the ethical and statutory limits of confidentiality.
d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff.
e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise.
f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors.

g. Model ethical behavior.
h. Engage in continual professional development to inform and guide ethical and legal work.

B-PF 4. Apply school counseling professional standards and competencies.

a. Stay current with school counseling research and best practices.
b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies.
c. Use personal reflection, consultation and supervision to promote professional growth and development.
d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations.

B-PF 5. Use ASCA Mindsets and Behaviors for Student Success standards to inform the implementation of a school counseling program.

a. Select ASCA Mindsets and Behaviors for Student Success standards to address student needs demonstrated in data.
b. Prioritize ASCA Mindsets and Behaviors for Student Success standards aligned with school improvement goals.
c. Select or create competencies aligned with the ASCA Mindsets and Behaviors for Student Success and the Common Core State Standards or other state-specific standards.

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.

a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors.
b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.
c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background.
d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively.
e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction.
f. Understand personal limitations and biases and articulate how they may affect the school counselor's work.

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program.

a. Identify sources of power and authority and formal and informal leadership.
b. Identify and demonstrate professional and personal qualities and skills of effective leaders.
c. Apply a model of leadership to a school counseling program.
d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model.
e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program.
f. Use leadership skills to facilitate positive change for the school counseling program.
g. Define the role of the school counselor and the school counseling program in the school crisis plan.
h. Serve as a leader in the school and community to promote and support student success.
i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals.

B-PF 8. Demonstrate advocacy for a school counseling program.

a. Model school counselor advocacy competencies to promote school counseling program development and student success.
b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests.
c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders.
d. Articulate and provide rationale for appropriate activities for school counselors.
e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors.
f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks.
g. Participate in school counseling and education-related professional organizations.

B-PF 9. Create systemic change through the implementation of a school counseling program.

a. Act as a systems change agent to create an environment promoting and supporting student success.
b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success.
c. Use data to demonstrate a need for systemic change in areas, such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.
d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Program Benefits for School Counseling Programs

When comprehensive school counseling programs[12] are fully implemented in local school districts using the KCSCP as a guide, the following benefits can be expected for students, parents/guardians, teachers, communities, boards of education, administrators and school counselors.

Benefits for Students

- Focuses on all students.
- Enhances students' academic performance.
- Centers on students' needs.
- Seeks students' input.
- Encourages more interaction among students.
- Provides a developmental and preventative focus.
- Promotes knowledge and assistance in career exploration and development.
- Enhances life coping skills.
- Helps students feel connected to school.
- Enhances students' social-emotional development.
- Develops decision-making skills.
- Increases knowledge of self and others.
- Broadens knowledge of our changing work world.
- Increases opportunities for school counselor-student interaction.
- Develops a system of long-range planning for students.

Benefits for Parents/ Guardians

- Enhances students' academic performance and their social-emotional and career development.
- Encourages outreach to all parents/ guardians.
- Provides support for parents/ guardians regarding each child's educational development.
- Increases opportunities for school counselor interaction.
- Encourages input of parents/ guardians.
- Provides parents/guardians information about available resources.
- Assures parents/guardians that all children will receive support from the school counseling program.

Benefits for Teachers

- Contributes to a team effort to enhance students' social-emotional, academic and career development.
- Provides relevant curriculum ideas using school counseling grade-level expectations.
- Establishes the school counselor as a resource/consultant.
- Encourages teachers' input into the delivery of the comprehensive school counseling program.
- Encourages positive, collaborative working relationships.
- Defines the role of school counselors as educators.

Benefits for the Local Board of Education

- Enhances students' social-emotional, academic and career development.
- Encourages greater school-community interaction.
- Meets the school counseling standards found in the Kansas Curricular Student Standards for School Counseling.
- Provides a rationale for including a comprehensive school counseling program in a school system.
- Provides program information to district patrons.
- Provides a basis for determining funding allocations for the program.
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program and the attainment of relevant school counseling student outcomes.

Benefits for Administrators

- Enhances students' social-emotional, academic and career development.
- Provides a clearly defined organizational structure for the comprehensive school counseling program.
- Establishes a clearly defined job description for school counselors.
- Provides a way to supervise and evaluate school counselors.
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive school counseling program.
- Provides the way to meet the Kansas Education Systems Accreditation (KESA) standards for counseling services.
- Provides a means of accountability through comprehensive school counseling program, personnel and results evaluations.
- Enhances the image of the comprehensive school counseling program in the school and community.
- Promotes the work of school counselors as providers of direct services to students and parents, as well as being a consultant and collaborator with teachers and administrators Benefits for the Community.
- Encourages input from business, industry, labor and other community partners including community mental health and social service agencies.
- Increases opportunities for collaboration among school counselors and business, industry, labor and other community partners, including community mental health and social service agencies.
- Enhances the role of the school counselor as a resource person.
- Facilitates the development of students as active responsible citizens.
- Increases opportunities for business, industry, labor and other community partners, including community mental health and social service agencies, to actively participate in the total school program.
- Enhances students' academic performance, as well as their social-emotional and career development.
- Supplies a future workforce that has decision-making skills, pre-employment skills and increased worker maturity.

Benefits for School Counselors

- Enhances students' academic performance, as well as their social-emotional and career development.
- Places school counseling in the mainstream of the total educational system.
- Provides clearly defined organizational structure.
- Reduces and strives to eliminate nonschool counseling tasks.
- Offers the opportunity to reach all students.
- Provides a systemic way to plan, design, implement, evaluate and enhance the district's comprehensive school counseling program.
- Outlines clearly defined responsibilities for helping students master school counseling content, develop an ICAP and assisting students with their individual concerns.
- Provides the way to meet school counseling program standards and expectations found in the Kansas Curricular Student Standards for School Counseling, the Kansas Comprehensive School Counseling Program, KESA, Star Recognition Program and local program reviews and audits.

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Data and School Counseling

Regarding data, Kansas professional school counselors are encouraged to:

- Be proficient in collecting, interpreting and analyzing data;
- Become aware of all the sources of data available; and
- Be able to show how intentional counseling interventions affect their students.

There are essentially three types of data the school counselors may collect:

1. Process data
2. Perception data
3. Outcome data

Process Data

What you did for whom.

- Evidence that the event occurred; how the activity was conducted
  - This would be what the counselor **DID**, not what the student got.

    EXAMPLES:
    - Counselor delivers three lessons on bullying to every class, K-4.
    - High school counselor meets every student on caseload for enrollment.
    - Five students participated in motivation group facilitated by counselor.

Perception Data

What do people think they know, believe or can do?

- Measures competency achieved, knowledge gained or attitudes/beliefs of students.
- Measures what students are perceived to have gained in knowledge.

EXAMPLES:

- After bullying lesson, 98% of students reported that they knew the signs of bullying, strategies to combat bullying and school consequences for bullying.
- 100% of motivation group felt that they would be able to do well for the upcoming quarter.

Outcome Data

Answers *"So what?"* and *"Have we reached our outcome?"*

- Hard data.
- Application data.
- Demonstrates the program has/has not positively impacted the student's ability to utilize the knowledge, attitudes, skills to affect the behavior.
- Outcomes data can be:
  - Immediate (pre/post).

    EXAMPLE:
    - Before the bullying lessons, there were 50 cases of bullying; after the lessons, there were only 10 cases.
- Intermediate (quarter/semester/year).

  EXAMPLE:
  - 100% of the motivation group raised their quarter GPA.
- Long-range (showing impact over time, i.e. CORE data).

  EXAMPLE:
  - Students who had individual course advisement sessions with their counselor showed a 5% increase in graduation rate.
- Value of outcomes-based counseling:
  - Demonstrates impact over time of the program.
  - Is connected to standards.
  - Decisions are based on data-driven needs of the students, site, district.
  - Focus is on learning from the data, not being evaluated by the data.
    - Great coaching opportunities.
    - Peer consultation.
    - Teamwork
    - Great advocacy tool.
    - Bottom line … it's good for the students.

The ASCA National Model also references three types of data:

- Participation data
- Mindsets and Behavior data
- Outcome data

Resources for Data and School Counseling

- Measuring Social-Emotional Growth Locally [4]
- Employability Skills: Measuring and Reflecting Student Learning [13]
- The Use of Data in School Counseling [14]
- The Use of Data in School Counseling (ASCA Training)
- Data-Informed School Counseling (ASCA Training) [15]
- Making Data Work for School Counselors (ASCA Video) [16]

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Academic Domain

The School Counselor and Academic Development, ASCA[17] (Adopted 2017)

ASCA Position

School counselors deliver programs that have an impact on student growth in three domain areas: academic development, career development and social-emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil and Smith, 2010, p. 16). Although this statement focuses on academic development, it is understood career development and social-emotional development need to be considered with equal diligence.

The Rationale

Recent educational initiatives (e.g., No Child Left Behind [NCLB]; Every Student Succeeds Act [ESSA]) have stressed academic achievement as a measure of school success. As a result, school counseling programs align their annual student outcome goals with that of the institution, emphasizing academic achievement. School counselors contribute to the educational and academic outcomes of the school by enhancing student engagement and performance (Carey and Harrington, 2010a; Carey and Harrington, 2010b) through designing, implementing and assessing school counseling programs (ASCA, 2019).

School counseling programs use data to understand student needs, provide school counseling classroom, group and closing-the-gap interventions and remove systemic barriers to ensure all students as early as preschool and kindergarten have an opportunity to develop academic goals at all grade levels reflecting their abilities and academic interests and can access appropriate rigorous, relevant coursework and experiences. Because of their unique position within a school and their unique training, school counselors can work with students facing mental health issues, family and social problems, as well as career exploration and course planning to make school relevant (Howe, 2009).

School counselors play a critical role in ensuring schools provide a safe, caring environment and that students have the necessary mindsets and behaviors to advance academic achievement outcomes. School counselors work collaboratively with stakeholders to ensure equity, access and academic success of all students (ASCA, 2019).

The School Counselor's Role

School counselors support students' academic success by:

- Leading development of a safe and caring school culture.
- Delivering a school counseling program based on data identifying student needs.
- Delivering information to students and teachers within the school counseling curriculum on best practices in mindsets and behaviors (i.e., learning strategies, self-management skills, social skills) and metacognition skills (McGuire, 2015) critical in academic success.
- Providing relevance to academic effort and educational pursuits by assisting in students' career planning and future career-related goals.
- Working with administration, teachers and other school staff to create a school environment encouraging academic success and striving to one's potential. (Stone and Clark, 2001)
- Working to remove barriers to access and provide students with the opportunity for academic challenge in the most rigorous coursework possible.
- Establishing data analysis methods to identify and target systemic barriers deterring equitable access.
- Providing opportunities for students to:
  - Enhance their self-efficacy beliefs and competence.
  - Develop attributional beliefs.
  - See value in tasks related to achievement.
  - Develop mastery/learning goals.
  - Develop autonomy.
  - Relate to others. (Rowell and Hong, 2013)
- Working to establish student opportunities for academic remediation as needed.
- Emphasizing family-community-school relationships in addressing academic needs. (Brown, 1999)

Summary

Educational institutions are evaluated on student outcomes, especially academic achievement. School counselors working in this educational environment play a critical role in ensuring students have the academic development (in addition to the social-emotional and career development) knowledge, skills and attitudes needed to be successful. School counselors can assist schools in providing an environment conducive to and supportive of academic success.

Resources

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- Hines, E., et al. (2017). Making student achievement a priority: The role of school counselors in turnaround schools. Urban Education, 1-22.
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Postsecondary Resource Guide

Kansas Graduation Fact Sheet

Kansas Graduation Requirements 2020-2021

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
- Three units of history and government, which shall include:
  - World history
  - United States history
  - United States government, including the Constitution of the United States; concepts of economics and geography.
- Three units of science, which shall include physical, biological and earth and space science concepts and which shall include at least one unit as a laboratory course.
- Three units of mathematics, including algebraic and geometric concepts.
- One unit of physical education, which shall include health, and which may include safety, first aid or physiology.
- One unit of fine arts, which may include art, music, dance, theatre, forensics and other similar studies selected by a local board of education.
- Six units of elective courses.

Can the local board of education increase the number of graduation requirements?

Any local board of education may increase the number of units of credit required for graduation.

Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

Can the local board of education adopt different graduation requirements for certain students?

Districts are required to award diplomas to requesting students who have met the state minimum graduation requirements and were in custody of the Kansas Department of Corrections (KDOC) or the Kansas Department for Children and Families (KDCF) on or after their 14th birthday. For more information about these requirements, please see the Diploma for Students in Custody of KDOC and KDCF (SB 23) Fact Sheet on the Graduation webpage [18].

Local boards of education may adopt a different number of graduation requirements (not lower than the state minimum) for adult learners whose four- and five-year cohorts have graduated or for students attending an alternative school or program. Most typically, diplomas are awarded to these students for successful completion of the state minimum graduation requirements.

Local boards of education can also adopt policy giving the superintendent and/or principal the discretion to waive local graduation requirements that are in excess of the state minimum for students on a case-by-case basis. Situations that would be appropriate to receive this discretion include, but are not limited to, students who experienced high mobility, teen pregnancy and long-term illness. KSDE does not support policies that automatically waive local graduation requirements for students with disabilities that are in excess of the state minimum.

Is a district allowed to waive the Physical Education (PE)/Health requirement?

The PE/Health requirement shall be waived if the school district is provided with either of the following:

- A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
- A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.

Can a student earn high school credit for a course taken in eighth grade?

It is up to each local district whether an eighth-grade course will count as a high school credit. If high school credit is given, the eighth-grade course must be equivalent to or the same as a high school course.

Only grades for courses listed on the official high school transcript will count toward the Regents Qualified Admission GPA requirement.

Where can I find more information about Regents Qualified Admissions requirements?

The Kansas Board of Regents (KBOR) has information available on its website[19].

Qualified Admissions

High School Graduates Academic Year 2020-2021 and After

Use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshmen applicants, aged 21 and younger, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

ESU, PSU, FHSU, WSU	K-STATE	KU
ACT 21+ (SAT 1060) **or** Cumulative GPA 2.25+*****	ACT 21+ (SAT 1060) **or** GPA 3.25+*****	ACT 21+ (SAT 1060) and Cumulative GPA 3.25+ **or**
Cumulative GPA 2.0+ for college credit earned in high school.	Cumulative GPA 2.0+ for college credit earned in high school.	ACT 24+ (SAT 1160) and Cumulative GPA 3.0+*****
		Cumulative GPA 2.5+ for college credit earned in high school.

HOMESCHOOL and UNACCREDITED HIGH SCHOOL

Freshman applicants, aged 21 and younger, who are homeschooled or graduate from an unaccredited high school will be guaranteed admission to the six state universities by achieving an ACT score equivalent with those outlined above, per each university. If you enroll in college courses while in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

This page provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at: http://www.kansasregents.org/qualified_admissions_rules_regulations.

The six state universities in Kansas:

- Emporia State University (ESU)
- Fort Hays State University (FHSU)
- Kansas State University (K-State)
- Pittsburg State University (PSU)
- The University of Kansas (KU)
- Wichita State University (WSU)

Resources

- KBOR Qualified Admissions webpage[19]
- Qualified Admissions Webinar[20]

For more information, contact:

Tara Lebar
Associate Director for Academic Affairs
Kansas Board of Regents
tlebar@ksbor.org

* If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.

KANSAS SCHOLARS CURRICULUM

Kansas Scholars Curriculum is recommended but not required: To best prepare for the rigor of college level courses, following Kansas Scholars curriculum is recommended. Completing the Kansas Scholars Curriculum is required for consideration in the Kansas State Scholarship program.

One unit is equivalent to one year or two semesters:



English
4 units



Math
4 units

1 unit of each:

- Algebra I
- Geometry
- Algebra II

1 unit:

- Advanced Math

***** See Kansas Scholars page for Math course list



Social Science
3 units

1 unit:

- U.S History

.5 unit:

- U.S. Government

.5 unit:

- World History

1 unit:

- Social Science course

***** See Kansas Scholars page for Social Science course list



Science
3 units

1 unit of each:

- Biology
- Chemistry
- Physics



World Language
2 units of the same language.

Resource

* Kansas Scholars Program and Curriculum[21]

KANSAS INDEPENDENT COLLEGE ASSOCIATION

The Kansas Independent Colleges Association (KICA) and Universities Guide[22] is published by KICA. KICA speaks for the value of Kansas' independent colleges and universities and seeks to strengthen those institutions through collaboration, governmental advocacy and public engagement aimed at supporting the ability to choose and afford an independent college education that fits their goals. These institutions include the oldest and newest nonproprietary universities in the state; enrollments as small as 300 and as large as 3,600; and campuses in urban environments, suburban settings, medium-sized towns and small communities. KICA, founded in 1976, is a 501(c)(4) not-for-profit Kansas corporation.

Resource

- KICA website [23]
- Kansas Independent Colleges and Universities Guide [22] online document

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Career Domain

The purpose of the Career Domain of the Kansas School Counseling Model Standards is to guide school counseling programs to help students:

1. Understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work.

The Career Domain Standards are:

1. **Standard 1:** The student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. **Standard 2:** The student will employ strategies to achieve future career goals with success and satisfaction.
3. **Standard 3:** The student will understand the relationship between personal qualities, education, training and the world of work.

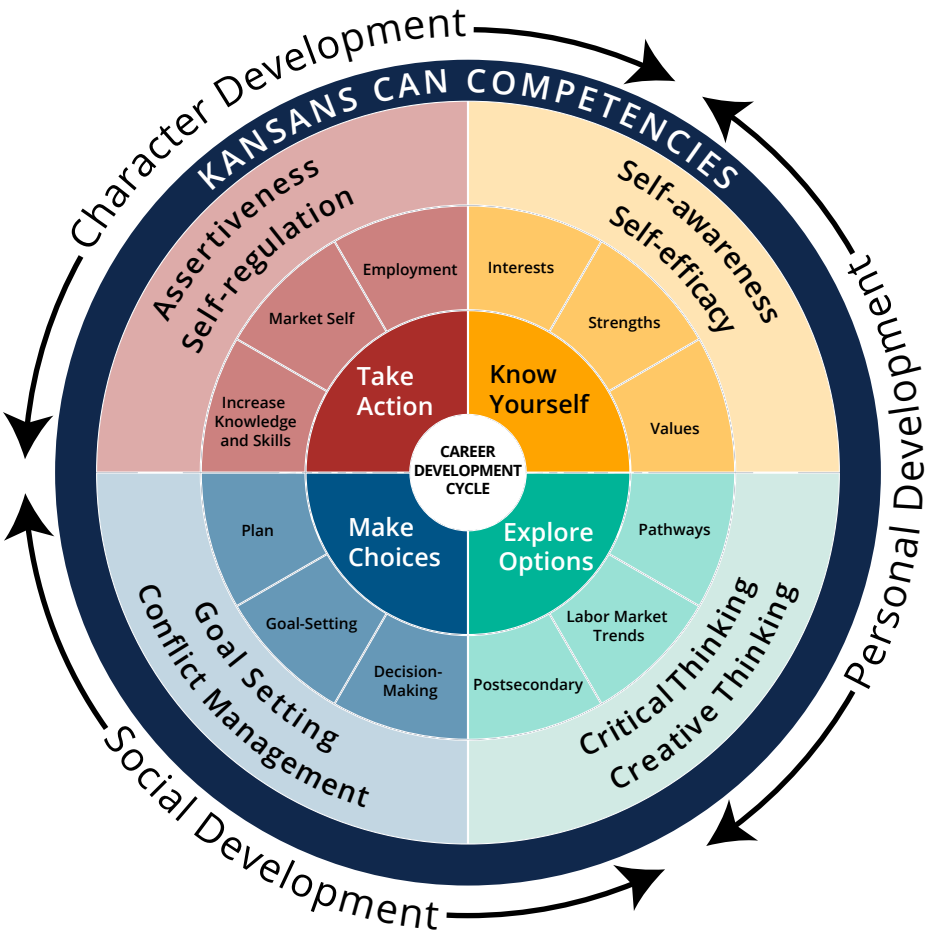
To learn more about the *Kansas Curricular Standards for School Counseling*, visit the Kansas School Counseling website.[24]

Kansas School Counseling Program

Kansas Career Development Process Model

With a workforce increasingly requiring more career technical skills and specialized training for jobs, the learning and labor landscape has come to a crossroads.

To assist more students to complete a postsecondary credential and be competitive in the labor market, it's critical to begin career exploration and planning earlier in a student's educational experience. In addition to beginning **Career Awareness in elementary, Career Exploration in middle school and Career Preparation in high school**, it is essential for students to apply the Career Development Process that will assist them throughout their life career journey.

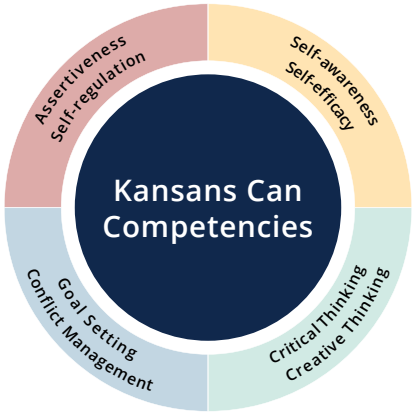


The Kansas Career Development Process Model has three key components. Students participate in the Kansas Career Development Cycle with guidance and direction from counselors, career advisers/ advocates, CTE teachers and other support staff members. They are exposed to and master the Kansans Can Competencies in their academic and CTE coursework. Students build their Social Emotional and Character Development across their educational experiences The Kansas Career Development Process Model focuses on helping students to attain necessary skills in three focused areas represented by the three rings that comprise the Kansas Career Development Process.

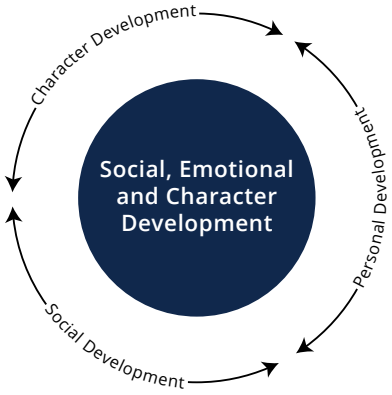
Kansas Career Development Cycle



Kansans Can Competencies



Social, Emotional and Character Development

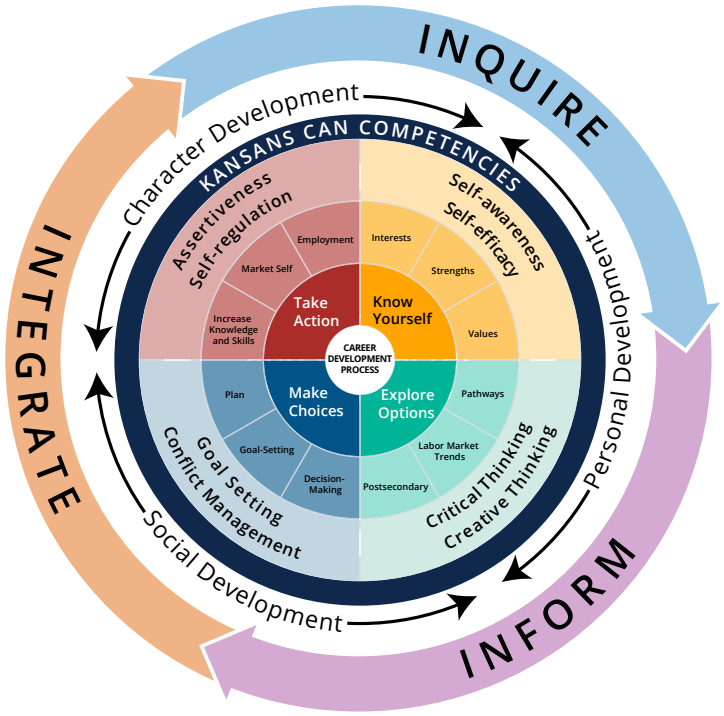


Kansas Career Development Process Model

The Kansas Career Development Process Model is a comprehensive (K-12) model that provides structure for the IPS Framework developed by districts to deliver:

- Career development information and lessons.
- Career advisement.
- Work-based learning opportunities.
- Social-emotional learning.
- Family engagement.
- Connection to postsecondary opportunities.
- Business and industry partners.

Planning a districtwide program that supports all the elements of the Kansas Career Development Model is essential for students to successfully transition from school to work.



Resources:

- Gordon, Virginla (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673 › Hughey, K. F. (2009).
- National Career Development Association—Facilitating Career Development - Chapter 6: The Role of Information in Career Planning -The Career Planning Process (Harris-Bowlsbey, Dikel & Sampson, 2002)
- The Handbook of Career Advising. San Francisco: Jossey-Bass.
- American School Counseling Association: ASCA National Standards for Students [6]
- Career Profiles: The Career Planning Process [25]
- Kansas Social-Emotional and Character Development Model Standards[26]
- Kansas Career Advising Model - Advising Guide[27]

Kansas Career Development Cycle

Overview



The Kansas Career Development Cycle consists of four quadrants. Each quadrant links to three related components.

- **Know Yourself:** Students increase their skills and knowledge about who they are as an individual as they begin to build their "personal success identity."
- **Explore Options:** Students explore the many career options available. Career exploration skills consists of identifying and analyzing various career options in terms of education, training experience and competencies needed.
- **Make Choices:** Students gain skills in career planning and management that focus on identifying goals with the best-fit, then creating an action plan (an Individual Plan of Study) to accomplish those goals.
- **Take Action:** With an action plan (Individual Plan of Study) students take steps to increase their knowledge and skills around their desired goal, market themselves and prepare for employment.

With a rapidly evolving labor market and dynamic shifts in high demand occupations in Kansas, it is essential that our youth have the skills and knowledge to navigate the career development process by translating what they know about themselves and options they have explored into an individualized plan that they can take action upon - the Individual Plan of Study.

Resources

- O'Net Online Skills Search[28]: This allows students to choose skills from six different skill groups.
- Career InfoNet Skills Profiler[29]: This allows students to choose from seven different skill groups.

Additional Resources you may wish to explore.

- ISeek Skills Assessment[30]: Lets your students rate themselves on 35 skills and see which occupations match those skills.
- Work Preference Inventory[31]: Twenty-four questions will assess your student's work style.
- California CareerZone Interest Profiler[32]: Occupational interests are identified through a series of questions about work activities that some people do on their jobs.
- Myers-Briggs Type Indicator (MBTI)[33]: This is a free version of the MBTI.
- Employability Skills: Measuring and Reflecting Student Learning [12]: This KSDE document provides pre-employability and postemployability skills rubric.
- Advanced CTE: The Career Ready Practices[34]
- Framework for 21st Century Learning[35]

Kansas Careers, Fields, Clusters and Pathways

Kansas utilizes a mapping infographic that aligns with the Work-Based Learning Continuum.

Career Awareness

Elementary School Level Career Development



Kansas Career Fields, Clusters and Pathways Infographic, Elementary School

The Kansas Career Fields infographic, shown above, identifies the seven career fields arrayed around a central focus on career success skills. Each petal represents one of seven career fields: Health, Design, Production and Repair, Agriculture, Business, Family and Consumer Sciences, Public Services and Media and Technology. The career success skills are grouped into the areas of Effective Relationships, Workplace Skills and Applied Knowledge.

This infographic serves as a starting point for discussions with elementary-level students and early career exploration. Early career awareness activities focus on identifying career readiness skills building basic awareness of career options and providing a means to explore careers. Most activities take place in the traditional classroom setting or in group settings like field trips.

Career Explorations

Middle School Level Career Development



Kansas Career Fields, Clusters and Pathways Infographic, Middle School

The Kansas Career Fields and Clusters infographic above breaks the seven career fields into career clusters. Those sixteen career cluster sit on the petals of the career fields. The center of the infographic represents employability skills - Career Success skills that include: Effective Relationships, Workplace Skills and Applied Knowledge. More information on the employability skills, along with a rubric, can be found on the KSDE website in the document titled: Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric[36].

The Kansas Career Fields and Clusters infographic is often used at the middle school level as students begin to explore careers as they relate to the 16 career cluster areas.

The 16 career clusters include:

- Health
- Architecture and Construction
- Engineering
- Manufacturing
- Transportation
- Agriculture, Food and Natural Resources
- Business Management and Administration
- Finance
- Marketing
- Human Services
- Hospitality and Tourism
- Law, Public Safety and Security
- Education and Training
- Government and Public Administration
- Information Technology
- Arts A/V Technology and Communication

It is the intent that all students at the middle level have the opportunity to explore all 16 career clusters.

Middle school career exploration focuses on developing career readiness skills, enhancing awareness of career options, providing connections with local businesses and preparing students with hand-on experiences. Examples of middle grades career exploration activities include job shadows, business tours, simulated work experiences and extracurricular activities like summer camps and career focused clubs.

Career Preparation

Secondary School Level Career Development



Kansas Career Fields, Clusters and Pathways Infographic, High School

The Kansas Pathways infographic adds another layer to the field and cluster model. Thirty-six programs of study provide students with deeper exploration and career development in more focused career paths. This model is used at the high school level as students refine their career preparation and deepen their knowledge and skills for employment and postsecondary opportunities. Students gain access to structured technical and practical skill applications in their chosen pathway. Some work-based opportunities for high school students are:

- Internships
- Entrepreneurship
- Clinical Experiences
- Service Learning Projects
- School-Based Enterprises
- Apprenticeships

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Individual Plan of Study

Student

In January 2014, the Kansas State Department of Education went to the State Board of Education strongly recommending[37] that all districts implement Individual Plan of Study (IPS)[38] for students in grades 8 through 12 for the following reasons:

1. An IPS should be considered a *"best practice"* for districts. It can help all Kansas students obtain a suitable vision of their path toward college and career readiness and will address the gap between the percentage of students enrolling and the percentage of students earning credit during their first year of enrollment in two- and four-year postsecondary institutions.
2. The IPS is addressed as part of the *"Career Awareness and Guidance"* criteria in the current draft version of Kansas' new accreditation model.
3. The Kansas State Department of Education can provide support to educators, as well as to vendors of student information systems, to ensure that individual plans of study are implemented in ways that will be cost-effective and not unreasonably taxing to students or educators.

As students navigate through high school and into career and college, it is imperative that students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or IPS, includes development of a flexible career focus and an education plan that is clearly defined, rigorous and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce.

The foundational elements of the IPS are the career interests identified by the student through an authentic career interest survey or assessment. A roadmap based on the student's interests and talents can then be developed. Other parts of the IPS include graduation requirements, approved coursework for the student's educational and career goals and developmentally appropriate, work-based learning experiences.

An IPS is developed cooperatively with the student and the student's counselor, teachers and family members. The plan is reviewed at least twice annually and is revised as needed.

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.

Resources

- Vision for Education in Kansas[39]
- KSDE IPS Student-Led Conference[40]
- IPS Training Module[41]

IPS FRAMEWORK

Planning a Districtwide Program

Essential components of a districtwide IPS Framework includes the following:

- Implementation team
- IPS framework is aligned with district reform efforts
- District framework
- Building level framework
- Grade-level framework

IMPLEMENTATION TEAM

The Implementation Team is in place with representatives from school counseling, special education, CTE, administration and teacher educators to facilitate the design and coordination of school/district IPS program.

IPS FRAMEWORK IS ALIGNED WITH DISTRICT REFORM EFFORTS

As districts develop and implement their IPS Framework, consideration should be given to the various improvement efforts embraced by the school district. These improvement efforts may include: Kansas Education Systems Accreditation (KESA), Redesign, school/district improvement goals, etc. This alignment reinforces the importance of the IPS Framework process and the various improvement efforts to ensure our students meet the goals set forth by the Kansas State Board of Education. A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

DISTRICT FRAMEWORK

A district framework (mapping) helps to identify key or overarching strands that are part of a district's vision/program. Career development district mapping reflects not only an IPS program but should identify key reform efforts a district has embraced (KESA, Redesign, etc.)

BUILDING FRAMEWORK

Much like the district framework, the building IPS Framework identifies key grade-level bands and themes. The building framework would include the career development scope and sequence for each grade level along with targeted lessons/activities around the Kansans Can Competencies and Social, Emotional and Character Development.

GRADE-LEVEL FRAMEWORK

The grade-level framework provides more specific information supporting the IPS Framework. For many, the grade level framework might be organized around the school calendar showing specific lessons/activities for each career development session at the identified grade-level.

Using the IPS Framework process, the IPS Implementation Team can then check for duplication, gaps in the delivery of career development, identify and embed family engagement activities and events (i.e. student-led conferences), work-based learning opportunities, etc.

Using the identified process, Career Advisers, Counselors and Educators are provided an IPS Framework (scope and sequence) that clearly articulates grade-level career development competencies.

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Career Advising Model

A Framework for Practice

Advising is designed to aid student growth and development by creating a teaching-learning relationship that helps students manage their learning and build a successful educational plan (Darling and Woodside, 2007).

Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers (Gordon, 2006).

Through the **career advising process**, students are helped to connect self-awareness, including interests, values, abilities and learning preferences, to their academic choices and future career plans.

As students meet with advisers to discuss course selection and completion of academic programs, students are helped to discover:

- Who they are.
- The plan of study that is the best fit for them.
- The courses appropriate for the plan of study.
- How these choices correlate with their future career aspirations.

All students need career advising. However, few students recognize the importance of advising, and for many students, advising is synonymous with course selection. This type of prescriptive advising often lacks working relationships and does not provide a lasting connection between advisers and advisees.

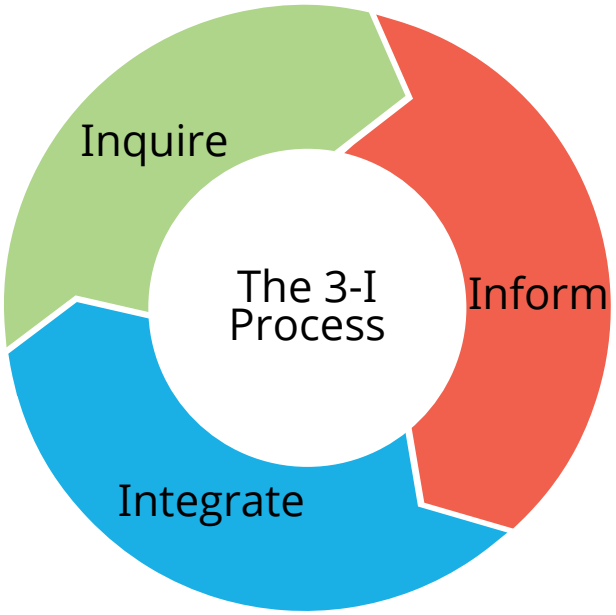
Career advising integrated into academic advising helps students see:

- Where they are (Who Am I?).
- Where they want to go in the future (Where Am I Going?).
- How to get there (How Do I Get There?).

The Career Advising Process

The 3-I Process (expanded)

The steps of career advising are presented sequentially for ease of understanding. However, advisers may find that in working with some students the steps are not sequential and may move in and out of the steps based on individual student need.



INQUIRE

1. Establish rapport and build a working relationship with the student.
   a. Location for session … private conversation area.
   b. Location is inviting.
   c. Share a bit about yourself … your vision board.
2. Determine the student's knowledge base and assess the student's career advising needs.
   a. Intake sheet might be helpful … what might this look like?
   b. What are the critical questions? Use open-ended questions that require the students to engage in conversation.

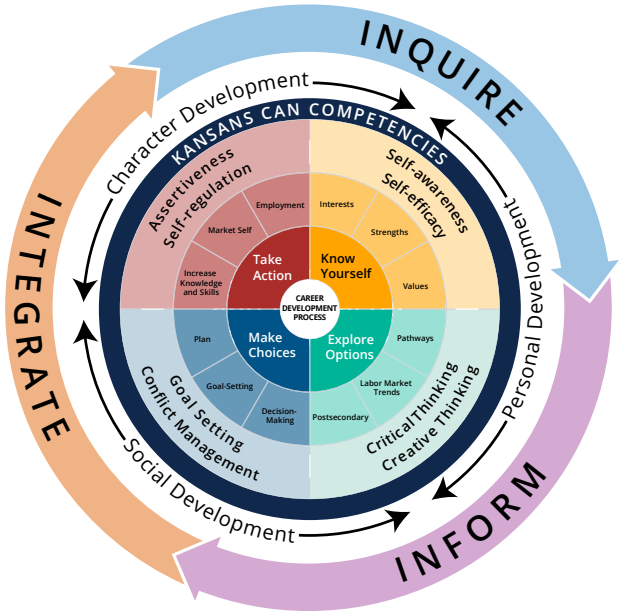
INFORM

1. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic and career planning.
   a. Connecting the *"Know Yourself"* with the *"Explore Options."*
   b. Assist students in seeing how self-awareness will help them explore careers that are congruent with their characteristics, thus leading to career options that are interesting and satisfying. (Gover Career Cruising MatchMaker and My Skills and Learning Styles Inventory). May want to consider a values inventory, etc.
2. Explain and help the student select interventions to assist in self, major and career exploration and career planning.
   a. Refer students to additional resources. These may be found in the Counseling Office, Career Center, etc.
   b. Advisers who are not knowledgeable regarding the interpretation of exploratory techniques may refer students to the Counseling Office or Career Center.
3. Set career advising goals with the student.
   a. Goal setting … helping students establish clear goals is critical.
   b. Goals should address both academic decisions and decisions about future career plans.
   c. Students should write their goals in the SMART goal format … Specific, Measurable, Attainable, Realistic and Timely.
   d. Self-regulation (CCC Framework) should be incorporated into the advising/ monitoring session.

INTEGRATE

1. Review and integrate gathered information (including interpretation of exploration results) and create a career plan (IPS) to achieve the student's goals.
   a. One of the most important components of the career advising process is to help students turn *"data into information"* (Niles and Harris-Bowlsbey, 2009) and to make sense of gathered information.
   b. When students are ready to make decisions regarding the steps they need to take to accomplish their goals, the actions decided on become part of their career plan (IPS).
   c. A career plan (IPS) can help students be intentional in how they plan for the future.
2. Evaluate plans and accomplishments, determine any short- or long-term follow-up with the student and offer continuing support.
   a. If an adviser has been effective in establishing rapport and providing information, resources and career planning, students will consider additional follow-up that might be recommended.
   b. Students will evaluate the extent to which they have accomplished their goals set as part of the career advising process (Self-Regulation).

The chart below illustrates how the 3-I Process and Career Development Cycle align.



Sources

- Gordon, Virgina (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673
- Hughey, K. F. (2009). The Handbook of Career Advising. San Francisco: Jossey-Bass.
- Kansas Career Advising Model Advisor Guide[42]

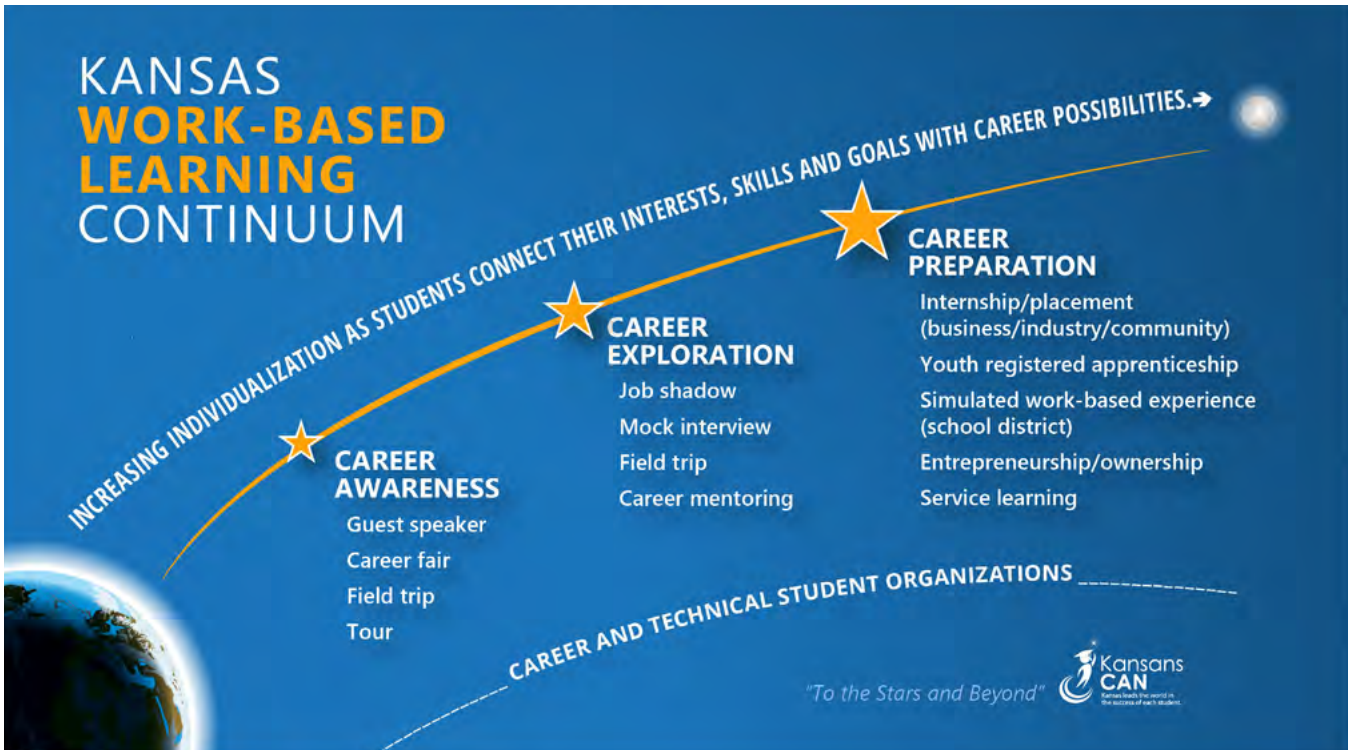
Work-Based Learning Definition, Continuum and Benefits

Definition

Work-Based Learning (WBL) includes a continuum of awareness, exploration and preparation that combines an individual's career goals, structured learning and authentic work experiences implemented through a sustained partnership with Kansas business/industry. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.

WBL Continuum

WBL in Kansas is organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration and specific preparation activities. Before completing the Kansas WBL: Personalized Learning Plan (PLP), all stakeholders should determine which WBL experience the student will have.



Resources

- Kansas Work-Based Learning: Personalized Learning Plan Guidance Document[43]
- Kansas Career Fields, Clusters and Pathways Infographics[44]
- Kansas Career Cluster Guidance Handbook 2021-2022[45]
- Advisory Committee Guidance webpage[46]

Benefits of Work-based Learning Experiences

Benefits of Work-Based Learning (WBL) for Students, Business and Industry, Parents/ Families, CTE Programs and Your School

WBL provides rich educational experiences for students, local business/industry, schools and the community to gain, provide and/or support real-world skills and expand connectivity across all levels with a common goal of supporting the next generation of the American workforce. Part of WBL is Career and Technical Education (CTE) as the strategy for providing the career preparation component of the WBL continuum.

In part of a state-recognized CTE program, students transition to student learners. Their expanded rigor is identified as an expansion of WBL efforts. Let's explore the benefits of WBL and CTE for each stakeholder.

Ten Benefits for Students

Students will benefit through:

1. Making connections between classroom learning and real-world scenarios.
2. Practicing and enhancing personal employability skills.
3. Observing exceptional professionals in action.
4. Removing the fear of practicing something new.
5. Understanding the need for postsecondary education, training and/or credentialing to enhance success within a career of choice.
6. Networking with future employers and/or community leaders.

In addition, the CTE student learner will benefit through:

7. Refining authentic technical skills under the eye of a trained CTE teacher.
8. Industry aligned safety training using equipment found on the job.
9. Expanded personal growth and leadership development through CTE aligned Career and Technical Student Organizations (CTSOs).
10. Arranged postsecondary articulation agreements which may provide free credit, entrance into juried programs, expansion of scholarships and recognition of CTE program completion while in high school.

Eight Benefits for Local Business and Industry

Local business and industry will benefit through:

1. Expanding a pool of trained workers.
2. Sharing education and training needed past high school graduation to enhance success in the field.
3. Promoting the importance of employability skills that reflects the specific needs of the identified career field.
4. Embracing the desire to give back to the community through school partnerships.

In addition, local business and industry will benefit from partnerships with CTE programs by:

5. Having a voice in workforce training.
6. Providing equipment and procedure processes to CTE programs so students can advance skill training before work experiences.
7. Ensuring CTE student learners arrive with documented safety training and practices in place.
8. Lowering retraining costs by ensuring foundational technical knowledge and skill experiences are aligned to the industry.

Five Benefits for Parents and Families

Parents and families of student learners will benefit through:

1. Expanded career awareness and exploration activities to enhance interest-based career selection before high school graduation.

In addition, parents and families will benefit from student learners in CTE programs by:

2. Gained confidence the educational experiences are aligned with careers needed today and in the future.
3. Stronger engagement to offer student learner support without having to know about the selected career field personally.
4. Applied experiences with foundational career training which has little or no cost to them.
5. Enhanced skill development through CTSO experiences leading to expanded scholarship opportunities, network expansion to include adults already in the field outside of the local community and enhanced success skills through leadership and personal growth.

Implementation of Work-Based Learning Strategies

For all Career preparation experiences, the following criteria must be met:

1. An electronic portfolio is required for all students enrolled in WBL experiences. An electronic portfolio is a summative assessment that demonstrates a student's mastery of course content. Student electronic portfolios should reflect career and technical course competencies and/or core course standards, employability and technical skills attained, and the student's long-term goals. Students are required to document their learning through the compilation of artifacts into the portfolio. Recommended portfolio components are found in the Measuring and Reflecting Student Learning[36] resource.
2. CTE experiences – The student must have been enrolled, and/or be currently enrolled, in a technical and/or application level course(s) (one credit) in the pathway related to the career experience. (Not enrolled solely in the introductory level course.) If the work experience is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of 2.0 hours work-based experience will count toward the student's attendance, but only 1.0 hour work experience will count toward CTE (.5) weighted funding.
3. Non–CTE work-based learning experiences – course enrollment and attendance: In order to count a student's non-CTE-related work-based experience toward school attendance time, the work-based experience must directly relate to a course the student is currently enrolled in or has taken. This means the work-based learning experience has academic, employability skills and occupational job performance competencies that are related to a course the student is currently taking or has taken. State funding for non-CTE work-based experience shall be based on a one-to-two ratio and is limited to the time in the related class with a maximum of two hours work experience per related class. For example, one hour of classroom instruction to two hours of work experience (per year). The combination of classroom and work-based experience may not exceed 1.0 FTE for state funding purposes.
4. Teacher/coordinator of record for the experience shall meet with the student weekly to verify maintenance of records.
5. The teacher/coordinator shall visit the worksite, if applicable, at least once each nine weeks and maintain documentation of visits.
6. The work experience shall be aligned with a student's career goals and IPS.
7. For any internship/placement/clinical experiences, the experience should align with approved course codes.
8. Work-Based Learning Agreement: For each work-based learning experience (regardless if it is CTE related or non-CTE), the student must have an up-to-date learning agreement in place and on file at the school (it should be included as part of the student's Individual Plan of Study file/portfolio), as well as a copy at the workplace. The agreement must be signed by the student, the student's parent/guardian, the teacher of record, the school's work-based learning coordinator (if applicable), and the work-site supervisor or adult mentor. A suggested WBL agreement is shown starting on page 11 of KSDE's Kansas Work-Based Learning: Personalized Learning Plan Guidance Document.[43]
9. Please keep in mind that the work-based learning agreement is not simply having a liability agreement on file.
10. Work log/timesheets/attendance hours: For the duration of the student's work-based learning experience, a work log or timesheet must be maintained and regularly signed by the student's work-site supervisor or, only as appropriate, by the school's work-based learning coordinator. For KSDE audit purposes, the work log/timesheet must be made available at the time of audit and must include documentation of daily time worked by the student from the beginning of the school year through Oct. 4. Student work logs are required to be submitted weekly throughout the duration of WBL experiences.

Successful WBL strategies include:

- Applied, contextual learning.
- Integration of worksite instruction with technical and school-based instruction.
- Alignment of academic standards with industry and national skill standards.
- Meaningful learning experiences with well-defined tasks and outcomes.
- Links to continued employment and/or further education.

Source

- Kansas Department of Labor (KDOL): Kansas WBL Fact Sheet[47]

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Social-Emotional Domain

The School Counselor and Social-emotional Development[48] (Adopted 2017)

ASCA Position

School counselors implementing programs strive to have an impact on student growth in three domain areas: academic, career and social-emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil and Smith, 2010). Although this statement focuses on social-emotional development, it is understood academic and career development need to be considered with equal diligence.

The Rationale

School counselors serve as a first line of defense in identifying and addressing student social-emotional needs within the school setting. School counselors have unique training in helping students with social-emotional issues that may become barriers to academic success. Within the context of a school counseling program, school counselors develop school counseling curriculum, deliver small-group counseling and provide appraisal and advisement directed at improving students' social-emotional well-being.

The social-emotional domain is composed of standards to help students manage emotions and learn and apply interpersonal skills as early as preschool and kindergarten (ASCA, 2014). School counselors promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.

According to a meta-analysis by Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011), students who participated in social-emotional learning programs demonstrated significantly improved social-emotional skills, attitudes, behavior and academic performance that reflected an 11-percentile-point gain in academic achievement when compared with control groups. The American Enterprise Institute and the Brookings Institution (2015) concluded that social-emotional competencies are critically important for the long-term success of all students in today's economy.

The school counselor is key to identifying students' social-emotional needs (VanVelsor, 2009). Educational systems as a whole, including school counselors, should graduate students who are not only proficient in core academic subjects but demonstrate an ability to socially and emotionally practice healthy behaviors and behave respectfully when working with others from diverse backgrounds (ASCD, 2007).

School counselors play a role in creating an environment that produces engagement vital to students' social-emotional development. When students enter high school there is a 40–60% chance they will disengage from school (Blum and Libbey, 2004; Klem and Connell, 2004). School performance can be negatively affected when students demonstrate high-risk behaviors, such as substance abuse, sex, violence, depression and attempted suicide (Eaton et al., 2008). School counselors address the potential of disengagement by addressing students' social-emotional development.

The School Counselor's Role

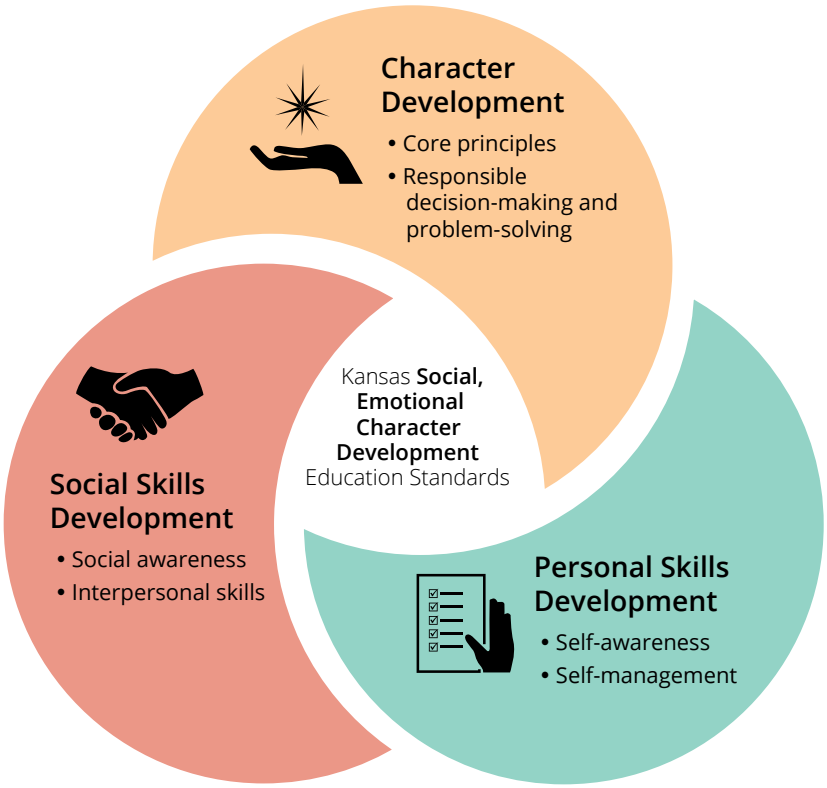
School counselors play a critical role in supporting social-emotional development as they:

- Collaborate with classroom teachers to provide the school counseling curriculum to all students through direct instruction, team-teaching or providing lesson plans for learning activities or units in classrooms aimed at social-emotional development (ASCA, 2019).
- Understand the nature and range of human characteristics specific to child and adolescent development.
- Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students' social-emotional development.
- Know and utilize counseling theories to inform both direct and indirect services providing support to K–12 students' social-emotional development.
- Use assessment in the context of appropriate statistics and research methodology, follow-up assessment and measurement methods to implement appropriate program planning for social-emotional development.
- Select and implement technology in a school counseling program to facilitate K–12 students' social-emotional development.
- Serve as a referral source for students when social-emotional issues become too great to be dealt with solely by the school counselor, including crisis interventions.

Social-Emotional Character Development (SECD)

School counselors are committed to supporting students' social-emotional needs. As advocates for students, school counselors promote a positive environment that enhances students' ability to properly manage the social-emotional demands of their lives. School counselors use appropriate appraisal methods to promote a school environment designed to propel students toward positive mindsets and behaviors supporting social-emotional development through direct (e.g., classroom curriculum, group counseling and individual counseling) and indirect (e.g., collaborating or consulting with staff, families or communities) services.

The purpose of the Social, Emotional and Character Development Standards is to provide schools a framework for integrating social-emotional growth (SEG) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and postsecondary success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals.



Why SECD?

- Aligns with school counseling standards.
- Aligns with Kansas Education Systems Accreditation (KESA).
- Aligns with the Rose Standards (K.S.A. 2013 Supp. 72-1127).
- Is one of the Kansas State Board of Education Outcomes.
- Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement.

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.[49]

These skills may also be malleable and amenable to intervention[50] when the school culture has in place effective conditions for learning and development.

SECD

SECD are the Social Emotional Character Development standards for Kansas schools.

+ SEL

SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals, and make responsible decisions.

= SEG

Together SECD and SEL delivered in a healthy climate result in **SEG**, **social-emotional growth**.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Redesign. The information in this toolkit can help guide Kansas schools as they seek ways to measure that growth.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the KESA and Redesign. The following information can help guide Kansas schools as they seek ways to measure that growth. SEL assessment requires a strengths-based approach: that is, assessment focuses on knowledge and use of skills that are actively taught and supported in the school setting. These SEG measures and the goal of assessment is distinct from screening for risk for mental and behavioral health needs.

A strengths-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. In parallel, the assessment of adult-driven SEL practices must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional and academic development.

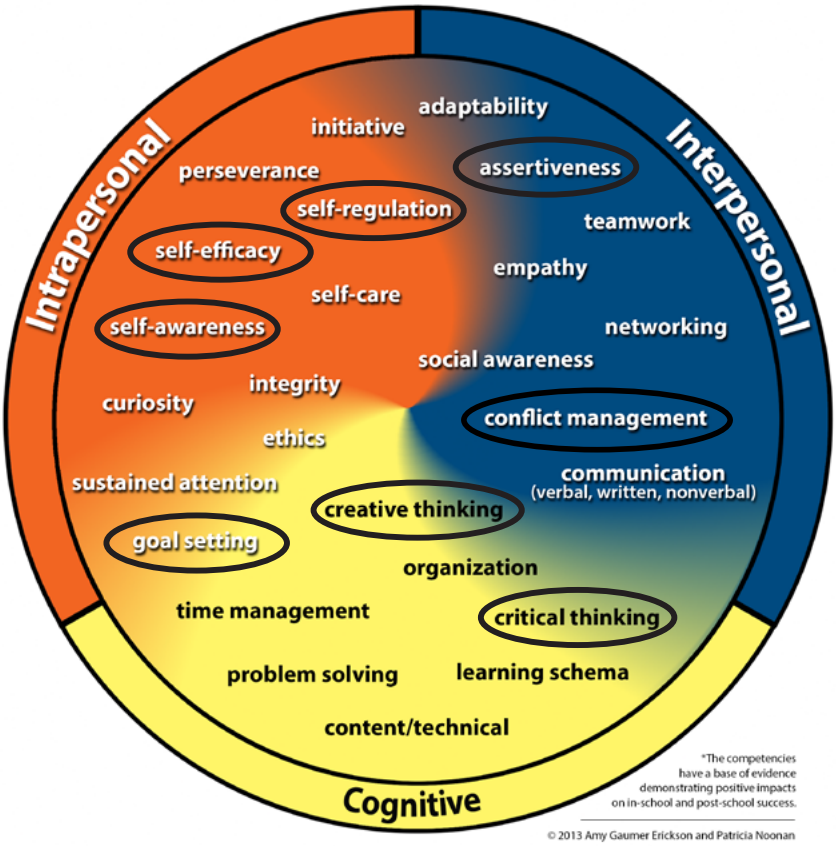
Assessment of social and emotional competencies helps paint a fuller picture of youth's capabilities and needs, while assessment of adult SE competencies and practices, as well as school climate and culture, paint a fuller picture of the support youth are given to gain and express these competencies.

As widespread implementation of SEL practices gains traction, SEL data are increasingly available in multiple forms. Available data speak to culture and climate of settings, effective implementation of SEL programs and practices, and growth in individuals' development of social and emotional competencies.

Kansans Can Competencies

The College and Career Competency Wheel, researched and developed by Dr. Patricia Noonan and Dr. Amy Gaumer Erickson, both associate research professors at The University of Kansas, identified 26 research-based competencies that are critical for positive in-school and post-school outcomes. In their book, *"The Skills that Matter,"* Drs. Noonan and Gaumer Erickson share *"There is a large and growing body of evidence that demonstrates how these competencies positively impact behavior and academic achievement, increase graduation rates and promote strong post-school outcomes"*.

Kansas adopted the College and Career Competency Wheel as a component of the Kansas Career Development Process. The Kansans Can Competencies reflect three domains focused around intrapersonal, interpersonal and cognitive competencies. In collaboration with Dr. Noonan and Dr. Gaumer Erickson, eight of the competencies have been aligned with the Kansas Career Development Cycle. The Kansans Can Competency Framework[51] is a Kansas TASN project. For more information, visit the TASN site[52].



Competency Alignment to the SECD Standards

The Kansans Can Competency Framework supports schools to systematically address the Kansas Social, Emotional and Character Development (SECD) Standards within existing courses. As stated in the SECD Standards:

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational and personal success.

The Framework empowers schools to integrate competency instruction and guided practice within core academic courses and reinforce social and emotional learning schoolwide. Numerous resources are available at www.cccframework.org to facilitate the development of instructional materials that address the core components of each competency. Professional learning is also available to interdisciplinary middle and high school teams. The table below identifies the competencies that directly align to each category of the SECD standards.

Character Development

CORE PRINCIPLES

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.	Assertiveness, Conflict Management, Empathy, Ethics, Integrity, Perseverance, Self-Awareness, Self-Regulation, Time Management
B. Develop, implement, promote and model core ethical and performance principles.	Assertiveness, Conflict Management, Critical Thinking, Ethics, Initiative, Integrity, Networking, Problem Solving, Self-Awareness, Self-Efficacy, Self-Regulation, Social Awareness
C. Create a caring community.	Assertiveness, Communication, Conflict Management, Empathy, Ethics, Initiative, Networking, Problem Solving, Self-Awareness, Self-Care, Teamwork

RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Develop, implement and model responsible decision making skills.	Adaptability, Assertiveness, Critical Thinking, Initiative, Organization, Perseverance, Self-Awareness, Self-Care, Self-Regulation, Time Management
B. Develop, implement and model effective problem solving skills.	Adaptability, Assertiveness, Conflict Management, Creative Thinking, Curiosity, Empathy, Goal Setting, Initiative, Learning Schema, Perseverance, Problem Solving, Self-Efficacy, Self-Regulation, Sustained Attention

Professional Development

SELF-AWARENESS

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Understand and analyze thoughts, mindsets and emotions.	Empathy, Self-Awareness, Self-Care, Self-Efficacy, Social Awareness
B. Identify and express personal qualities and external supports.	Communication, Conflict Management, Creative Thinking, Curiosity, Empathy, Integrity, Learning Schema, Networking, Problem Solving, Self-Awareness, Self-Care, Self-Efficacy, Self-Regulation

SELF-MANAGEMENT

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Understand and practice strategies for managing and regulating thoughts and behaviors	Communication, Critical Thinking, Problem Solving, Self-Awareness, Self-Care, Self-Efficacy, Self-Regulation
B. Reflect on perspectives and emotional responses.	Empathy, Ethics, Integrity, Self-Awareness, Self-Care, Self-Efficacy, Self-Regulation, Social Awareness, Sustained Attention
C. Set, monitor, adapt and evaluate goals to achieve in school and life.	Adaptability, Goal Setting, Initiative, Learning Schema, Networking, Organization, Perseverance, Problem Solving, Self-Awareness, Self-Efficacy, Self-Regulation, Sustained Attention, Time Management

Social Development

SOCIAL-AWARENESS

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Recognize the thoughts, feelings and perspectives of others.	Communication, Conflict Management, Empathy, Social Awareness
B. Demonstrate awareness of cultural development and a respect for human dignity and differences.	Assertiveness, Communication, Creative Thinking, Curiosity, Empathy, Integrity, Self-Awareness, Self-Efficacy, Social Awareness

INTERPERSONAL SKILLS

KANSAS SECD STANDARDS	PRIMARY ALIGNED COMPETENCIES
A. Demonstrate communication and social skills to interact effectively.	Assertiveness, Communication, Conflict Management, Empathy, Initiative, Integrity, Networking, Self-Awareness, Self-Care, Self-Efficacy, Self-Regulation, Social Awareness, Teamwork
B. Develop and maintain positive relationships.	Assertiveness, Communication, Conflict Management, Empathy, Integrity, Networking, Self-Care, Self-Regulation, Social Awareness
C. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.	Adaptability, Assertiveness, Communication, Conflict Management, Empathy, Initiative, Problem Solving, Self-Awareness, Self-Regulation, Social Awareness

The Competencies align with the SECD Standards within the social-emotional context and eight of the Kansans Can Competencies have been aligned to the Kansas Career Development Process. Those eight competencies include:

- Self-awareness
- Self-efficacy
- Critical thinking
- Creative Thinking
- Goal setting
- Conflict management
- Assertiveness
- Self-regulation.

Social-Emotional Resources

- Kansas Curricular School Counseling Standards[2]
- Kansas Social-Emotional Character Development Standards[3]
- Measuring Social-Emotional Growth Locally Toolkit[4]
- Measuring Employability Skills[36]

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The School Counselor and Student Mental Health

(Adopted 2009, Revised 2015, 2020)

ASCA Position

School counselors recognize and respond to the need for mental health services that promote social-emotional wellness and development for all students. School counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social-emotional development; short-term counseling interventions; and referrals to community resources for long-term support.

The Rationale

Students' unmet mental health needs can be a significant obstacle to academic, career and social-emotional development and even compromise school safety. Even so, most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). Research indicates 20% of students are in need of mental health services, yet only one out of five of these students receive the necessary services (Erford, 2019). Furthermore, students of color and those from families with low income are at greater risk for mental health needs but are even less likely to receive the appropriate services (Panigua, 2013) despite increased national attention to these inequities (Marrast, Himmelsteim and Woolhandler, 2016).

Of school-age children who receive any behavioral and/or mental health services, 70%–80% receive them at school (Atkins et al., 2010). Preventive school-based mental health and behavioral services are essential. Without planned intervention for students exhibiting early-warning signs, setbacks in academic, career and social-emotional development can result during later school years and even adulthood.

The ASCA Mindsets and Behaviors (ASCA, 2014) 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 to their highest potential. This includes offering instruction that enhances awareness of mental health and short-term counseling interventions designed to promote positive mental health and to remove barriers to success.

The School Counselor's Role

School counselors focus their efforts on designing and implementing school counseling programs that promote academic, career and social-emotional success for all students. School counselors acknowledge they may be the only counseling professional available to students and their families. Thus, school counselors:

- Deliver instruction that:
  - Proactively enhances awareness of mental health.
  - Promotes positive, healthy behaviors.
  - Seeks to remove the stigma associated with mental health issues.
- Provide students with appraisal and advisement addressing their academic, career and social-emotional needs.
- Recognize mental health warning signs including:
  - Changes in school performance and attendance.
  - Mood changes.
  - Complaints of illness before school.
  - Increased disciplinary problems at school.
  - Problems at home or with the family situation (e.g., stress, trauma, divorce, substance abuse, exposure to poverty conditions, domestic violence).
  - Communication from teachers about problems at school.
  - Dealing with existing mental health concerns.
- Provide short-term counseling and crisis intervention focused on mental health or situational concerns, such as grief or difficult transitions.
- Provide referrals to school and community resources that treat mental health issues (suicidal ideation, violence, abuse and depression) with the intent of removing barriers to learning and helping the student return to the classroom.
- Educate teachers, administrators, families and community stakeholders about the mental health concerns of students, including recognition of the role environmental factors have in causing or exacerbating mental health issues and provide resources and information.
- Advocate, collaborate and coordinate with school and community stakeholders to meet the needs of the whole child, and to ensure students and their families have access to mental health services.
- Recognize and address barriers to accessing mental health services and the associated stigma, including cultural beliefs and linguistic impediments.
- Adhere to appropriate guidelines regarding confidentiality, the distinction between public and private information and consultation.
- Help identify and address students' mental health issues while working within the:
  - ASCA Ethical Standards for School Counselors
  - ASCA Professional Standards and Competencies for School Counselors
- National, state and local legislation, which guides school counselors' informed decision-making and standardizes professional practice to protect both the student and school counselor.
- Seek to continually update their professional knowledge regarding the students' social-emotional needs, including best practices in universal screening for mental health risk.
- Advocate for ethical use of valid and reliable universal screening instruments with concerns for cultural sensitivity and bias if state legislation or school board policy requires universal screening programs for mental health risk factors (ASCA, 2016).

Summary

Students' unmet mental health needs pose barriers to learning and development. Because of school counselors' training and position, they are uniquely qualified to provide instruction, appraisal and advisement and short-term counseling to students and referral services to students and their families. Although school counselors do not provide long-term mental health therapy in schools, they provide a school counseling program designed to meet the developmental needs of all students. As a component of this program, school counselors collaborate with other educators and community service providers to meet the needs of the whole child.

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School Mental Health Resources

- School Mental Health Advisory Council[53]
- Mental Health Intervention Team[54]
- School Mental Health Initiative (SMHI), Kansas Technical Assistance Systems Network (TASN)[55]
- SMHI [56] overview video
- School Mental Health: A Resource for Kansas School Communities[57] (webpage)
- Kansas Community Mental Health Centers[58]

For more information concerning school mental health, contact:

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Multi-Tier System of Supports (MTSS) and School Counseling

A Multi-Tier System of Supports (MTSS) is a term used in Kansas to describe how schools go about providing supports for each child in their building to be successful and the processes and tools teachers use to make decisions.



Definition

MTSS is a coherent continuum of evidence-based, systemwide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.

Focus

The focus of MTSS is system level change across the classroom, school, district and state.

Core Beliefs

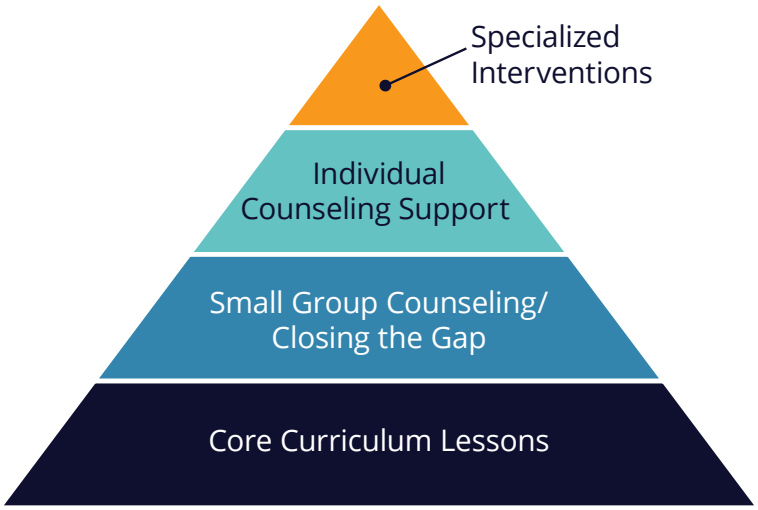
- Every child learns and achieves to high standards.
- Learning includes academic and social competencies.
- Every member of the learning community continues to grow, learn and reflect.
- Every leader at all levels is responsible for every child.
- Change is intentional, coherent and dynamic.

To Achieve these Beliefs:

- Every child will be provided a rigorous and research-based curriculum.
- Every child will be provided effective and relentless teaching.
- Interventions will be provided at the earliest identification of need.
- Policy will be based on evidence-based practice.
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practices.
- Resources will be intentionally designed and redesigned to match student needs.
- Every leader will be responsible for planning, implementing and evaluating.
- Academic and behavioral data will be used to inform instructional decisions.
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making.
- An empowering culture will be enhanced/ developed that creates collective responsibility for student success.

Tiered Approach to School Counseling

School counseling programs are best implemented within a tiered approach:



Tier 1:

Researched-based curriculum intended for **all** students at the building level, such as schoolwide bullying prevention programs (i.e., *2nd Step, Steps to Respect*), suicide prevention programs, service-learning projects (Lions Quest), character education programs (Medal of Honor, CHAMPS), check-in strategies (7 Habits of Happy Kids, Kansas Can Competencies Framework, College and Career Competencies Framework, 11 Principles of Character Education, Leading Through Action Core Traits, Maize Way, Zones of Regulation, Xello/Career Cruising), school families/advisory groups, etc.

Tier 2:

Targeted, small-group instruction for **some**, such as classroom lessons, restorative circles, school club activities, service learning projects, Girls on the Run, class meetings, family meetings, SADD, DBT in Schools, needs-based small groups, work-based learning groups, school families/advisory groups, etc.

Tier 3:

Intensive intervention for **individual students**, such as individual counseling sessions, Individual Plans of Study (IPS), work-based learning experiences (WBL), behavior plans, IEP's, Xello/Career Cruising, etc.

Tier 4:

Specialized intervention for referrals are made to an outside agency for specialized interventions beyond the scope of school counseling services available at school (i.e., mental health, juvenile justice services, disability services, etc.).

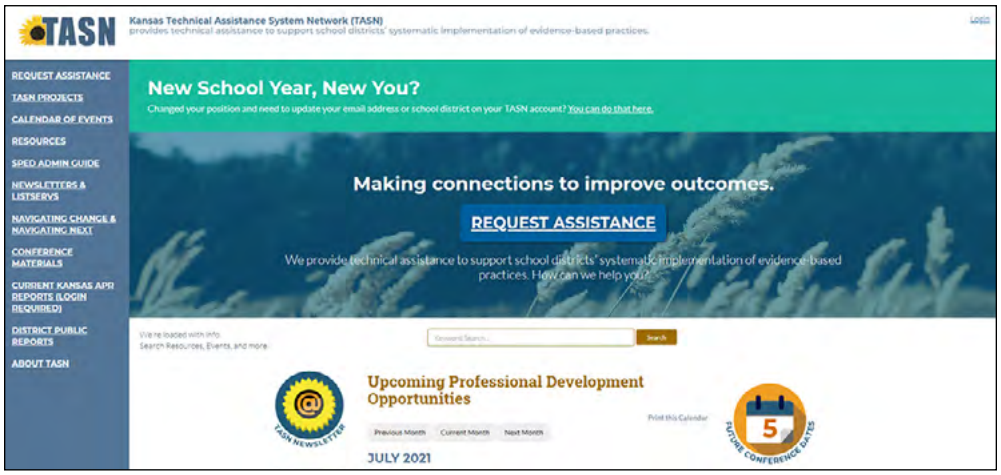
Resources

Kansas schools are encouraged to adopt the Multi-Tiered System of Support (MTSS) as a framework for their school counseling program. The following resources will help achieve that:

- Kansas MTSS[59] (website)
- Positive Behavior Interventions and Supports[60] (PBIS website)
- Association for Positive Behavioral Support[61] (website)
- Midwest Symposium for Leadership in Behavior Disorders[62] (website)

Kansas Technical Assistance System Network

The KSDE Technical Assistance System Network (TASN)[63] provides a hub for professional learning and technical assistance for schools, educators and families in Kansas. TASN's goal is to effectively support Kansas districts' systematic implementation of evidenced-based practices resulting in improved results for children in Kansas. Through the TASN website, upcoming professional learning opportunities can be located in addition to book studies and numerous resources.



KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Implementation Guidelines for the Comprehensive School Counseling Program

The following guidelines have been provided to help Kansas schools implement the *Kansas Comprehensive School Counseling Program*.

1. A qualified professional school counselor, licensed by the State Board of Education, who works collaboratively with students, teachers, support staff members and administrators shall direct the program and provide services and instruction in support of the curricular goals of each attendance center.
    a. The professional school counselor shall be the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. The primary role of the professional school counselor is to support the academic, career and social-emotional missions of the school.
    b. The professional school counselor and classroom teachers should collaborate to develop, teach and evaluate attendance center curricular goals with emphasis on the following:
        i. Sequentially presented curriculum, programs and responsive services that facilitate and support the learning, growth and development of all students; and
        ii. Attainment of students' competencies in the academic, career and social-emotional domains.
2. *"School counseling program"* means an articulated sequential kindergarten through 12th-grade program that is comprehensive in scope, preventive in design, developmental in nature, driven by data and integral to the USD's curricula and instructional program and that enhances and supports student learning and achievement. The program is implemented by a professional school counselor, appropriately licensed by the State Board of Education.
3. Licensed Professional School Counselor: The most effective means for implementing a comprehensive school counseling program is to have a licensed professional school counselor for every 250 students (ASCA recommendation). In Kansas the current ratio is 1:371.

The program's delivery system components shall include the following:

a. Direct Services
   i. Instruction;
   ii. Appraisal and advisement;
   iii. Counseling;

b. Indirect Services
   i. Referral
   ii. Consultation
   iii. Collaboration

4. The program shall regularly be reviewed and revised and shall be designed to provide all of the following:
   a. Curriculum that is embedded throughout the USD's overall curriculum and systematically delivered by the professional school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels;
   b. Individual student planning through ongoing systemic activities designed to help students establish educational, career and social-emotional goals to develop future plans. For grades eight through 12, this includes an Individual Plan of Study (IPS); and
   c. Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following:
      i. Individual or group counseling.
      ii. Consultation with parents, teachers and other educators.
      iii. Crisis response.
5. These services are available to all students and may be initiated by student, parent, teacher or counselor.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Access and Equity

Meeting the needs of each student

The purpose of education should be to provide every child with challenging and engaging educational opportunities in an equitable and inclusive environment so that they can achieve the knowledge and skills necessary to become successful adults. In order to ensure this, education needs to move from equality to equity, from providing the same resources and opportunities to all students to redistributing access and opportunity to them, specifically those students who are in special populations: special education, English language learners, homeless youth, youth in foster care, children of military personnel, economically disadvantaged youth and parenting youth. **If equality means giving everyone the same resources, equity means giving each student access to the resources they need to learn and thrive.**

To address individual needs of these students, a *"one-size-fits-all"* approach does not work. There are strategies that can be used to better meet the needs of special populations:

- Facilitating equitable access to rigorous content, participation, peer interaction and teacher attention.
- Respecting and encouraging cultural preferences, native languages and cultural perspectives (e.g., youth culture; the disability culture; students' community and family backgrounds).
- Providing access to and/or extending grade-level content by adjusting content, lesson processes and projects to meet the diverse academic and linguistic needs of individual students.
- Comprehensive, individualized planning and course selection should be provided to each student. CTE is one way to address equity, while giving students the skills they need for the real-world of life and careers.

Below are links to some resources to better serve students from special populations:

- Career Guide for College Students with Disabilities[64]
- Families Together Inc.[65]
- Office of Disability and Employment Policy[66]
- National Career Development Association[67]
- National Technical Assistance Center for Transition[68]

Pre-Employment Transition Services

Kansas Department for Children and Families (DCF)

Empowering youth with disabilities to achieve their highest employment potential is one of the major goals of Rehabilitation Services (RS). To help achieve this goal, RS is providing Pre-Employment Transition Services (Pre-ETS), which were authorized by the Workforce Innovation and Opportunity Act. Pre-ETS are designed to provide job exploration, counseling and other services to help young people prepare for employment and self-reliance, rather than dependency on public benefits. In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet participation criteria.

For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free Customer Service Line: 1-866-213-9079.



Resources

- Kansas DCF website[69]
- Vocational Rehabilitation Contact Persons Map[70] (website)
- Kansas DCF Pre-Employment Transition Flyer[71]
- Kansas DCF Servicios de Transición Pre-Empleo[72]
- Pre-ETS Contacts by Region Map[73]
- Vocational Rehabilitation Services flyer[74]

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Family Engagement

An Individual Plan of Study (IPS) is a process that leads to a product (the plan) that assists students and their families in relating what students know about themselves and what options they have explored to create tentative career plans that will help guide and direct their career journey.

In a survey conducted by Farris State University, junior and senior high school students (78%) believe parents are primarily responsible for helping plan for a career or a job. This being said, it is essential that families are an active part of the IPS process and are provided with as much, if not more, career development and guidance information. This goes beyond a once-a-year, student-led conference.

Resources

- Individual Plans of Study: An Overview for Families[75]
- Growing Graduates: From Cradle to Career[76]

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KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Kansas School Counselor Association

The Kansas School Counselor Association (KSCA)[77] invites all school counselors and counseling students to join KSCA. We hope you will find information and resources to assist you in our common goal to collaboratively address the mental health needs and support the academic, career, and social-emotional development of each student in Kansas.

KSCA, a state division of ASCA, is the professional association for school counselors in Kansas. KSCA is uniquely designed to provide both preventive and developmental instruction, support and services within an educational setting. Through the management and delivery of school counseling core curriculum, individual student planning and responsive services, programs focus on both student and professional competencies developed for and within schools. Kansas counselors use data to demonstrate the impact of Kansas school counseling programs on student achievement, attendance, and behavior to guide future action and improve results for all students.

Visit the Kansas School Counseling website and KSCA to learn more about the school counseling profession. They value the opportunity to work closely with individuals and organizations that promote student mental health and achievement.

There are many exciting opportunities ahead to grow in the areas of leadership, collaboration, and advocacy. We hope you will join us!

Check out the latest KSCA/ASCA Newsletter.[78]

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APPENDIX A: School Counseling Student Competencies

Introduction

This document arranges student competencies from state Board approved standards as outlined in the *Kansas Curricular Standards for School Counseling*. In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to their IPS. Students' progress is advanced by demonstrating mastery when they are ready, not based on seat time or calendars. Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level. This resource and accompanying guidance seek to provide you and your leadership team with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model for your school district, pre-K-12, that will focus on rigor, accountability and an unwavering commitment to personalizing learning for students.

The student competencies are presented in a "*... a successful can ...*" format.

For more information on competency-based learning, competencies by grade level and school counselor resources for implementation of the student competencies, see Navigating Change: Kansas' Guide to Learning and School Safety Operations[79] and Appendix F[80] in the Appendix document.

This document is organized along the following format:

1. Standard
2. Benchmark
3. Student competencies

or as they are referred to in the standards document, indicators. In the *Kansas Curricular Standards for School Counseling* the student indicators are the student **competencies**.

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Academic Development Domain

Overview

Student competencies that guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard 1: The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

- Benchmark 1: The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.
- Benchmark 2: The student will achieve school success.

Standard 2: The student will complete school with the academic preparation to choose from postsecondary options.

- Benchmark 1: The student will plan to achieve goals for lifelong learning.

Standard 3: The student will understand the relationship of academics to life skills and postsecondary readiness.

- Benchmark 1: The student will relate school to life experience.

STANDARD 1

The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Benchmark 1

The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.

COMPETENCIES

The successful student …

Pre-K-2

1. Demonstrates creative thinking and questioning skills.
2. Identifies short- and long-term academic goals.
3. Accepts challenges as essential to the learning process.
4. Identifies use of time management, organizational and study skills necessary for academic success.
5. Demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes.

Grade 3-5

1. Demonstrates critical thinking skills to make informed decisions that promote academic success.
2. Identifies short- and long-term academic goals.
3. Accepts challenges as essential to the learning process.
4. Identifies use of time management, organizational and study skills necessary for academic success.
5. Demonstrates a personal trust, sense of belonging and self-confidence in achieving high-quality results and outcomes.
6. Demonstrates positive attitude and perseverance toward work and learning.

Grade 6-8

1. Demonstrates critical thinking skills that include logic and reasoning.
2. Creates a plan to achieve short- and long-term academic goals and the tasks necessary to meet the goals (e.g., Individual Plan of Study).
3. Accepts intellectual challenges to develop personal competence as essential to the learning process.
4. Demonstrates effective time management, organizational and study skills necessary for academic success.
5. Demonstrates personal trust, self-confidence and a sense of responsibility in achieving high-quality results and outcomes.
6. Identifies attitudes, behaviors and feelings that lead to academic success.
7. Explores personal interests and abilities to enhance learning.
8. Recognizes the external and internal motivating factors and personal attributes that contribute to learning.

The successful student ...

Grade 9-12

1. Demonstrates critical thinking skills to make informed decisions based on reason and evidence that promote academic success.
2. Creates a plan to achieve short- and long-term academic goals (e.g., Individual Plan of Study)
3. Applies personal strengths and attributes to enhance learning.
4. Demonstrates positive attitude and perseverance toward work and learning.
5. Demonstrates self-confidence in achieving high-quality results and outcomes.
6. Demonstrates attitudes, behaviors and feelings that lead to academic success.

Benchmark 2

The student will achieve school success.

COMPETENCIES

The successful student ...

Pre-K-2

1. Demonstrates creative and critical thinking skills that include questioning necessary for academic success.
2. Demonstrates effective cooperative and collaborative skills.
3. Applies perseverance and independent learning skills.
4. Identifies short- and long-term academic goals.
5. Develops a positive attitude toward learning.

Grade 3-5

1. Demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations.
2. Demonstrates independent, cooperative and collaborative skills to complete academic tasks.
3. Recognizes the importance of effort and persistence to promote academic success.
4. Recognizes the importance of regular school attendance.
5. Practices effective learning and test-taking strategies.
6. Recognizes the importance of effort and persistence to achieve academic success.
7. Uses appropriate communication skills to seek assistance.
8. Actively engages in challenging coursework.

The successful student ...

Grade 6-8

1. Demonstrates critical thinking skills to evaluate and develop inferences to make informed decisions that promote academic success.
2. Demonstrates independent, cooperative and collaborative skills to complete academic tasks.
3. Recognizes the importance of effort and persistence to promote academic success.
4. Recognizes the importance of regular school attendance.
5. Recognizes the importance of enrichment and extracurricular activities.
6. Practices effective learning and test-taking strategies.
7. Applies appropriate communication skills to seek assistance.
8. Demonstrates effort and persistence in completing learning tasks.
9. Identifies a personal learning preference that promotes academic success.
10. Applies information and resources to promote academic success.

Grade 9-12

1. Demonstrates critical thinking skills that include creating new ideas, hypothesizing and evaluating decisions that promote academic success.
2. Practices effective time management, organizational and study skills necessary for academic success.
3. Demonstrates effort and persistence to promote academic success.
4. Attends school regularly.
5. Engages in enrichment and extracurricular activities that promote academic and career success.
6. Applies knowledge of learning preferences to positively influence academic success.
7. Practices self-directed, independent and cooperative learning skills.
8. Applies information and support from research-based sources.
9. Recognizes the importance of lifelong learning.
10. Applies media and technology skills.

STANDARD 2

The student will complete school with the academic preparation to choose from postsecondary options.

Benchmark 1

The student will plan to achieve goals for lifelong learning.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies short- and long-term academic goals.
2. Practice self-assessment skills.

Grade 3-5

1. Practices setting short- and long-term academic goals.
2. Demonstrates self-assessment skills.

Grade 6-8

1. Identifies and practice challenging academic goals.
2. Uses assessment results to develop and implement an individual plan of study.
3. Explores academic options.

Grade 9-12

1. Establishes challenging academic goals.
2. Uses assessment results to review and modify an individual plan of study.
3. Identifies postsecondary options.

STANDARD 3

The student will understand the relationship of academics to life skills and postsecondary readiness.

Benchmark 1

The student will relate school to life experience.

COMPETENCIES

The successful student ...

Pre-K-2

1. Identifies academic skills used in the home, school and community.
2. Identifies noncognitive factors used in home, school and community.
3. Prepares for transition from home to school.

Grade 3-5

1. Uses academic skills to balance home, school and community activities.
2. Applies noncognitive factors in the home, school and community.
3. Demonstrates individual responsibility for educational tasks and skills.
4. Manages transitions and adapts to changing academic situations and responsibilities.

Grade 6-8

1. Balances home, school and community activities.
2. Applies noncognitive factors in the home, school and community.
3. Seeks extracurricular and community activities to enhance the school experience.
4. Recognizes that school success enhances opportunities.
5. Prepares for the transition to high school.
6. Recognizes ongoing academic expectations.

Grade 9-12

1. Balances home, school and community activities.
2. Applies noncognitive factors in the home, school and community.
3. Pursues extracurricular and community activities to enhance the school experience.
4. Understands that school success enhances opportunities.
5. Prepares for the transition from high school to college and/or career.

Career Development Domain

Overview

Student competencies that guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard 1: The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

- Benchmark 1: The student will develop career awareness.
- Benchmark 2: The student will develop employability readiness.

Standard 2: The student will employ strategies to achieve future career goals with success and satisfaction.

- Benchmark 1: The student will acquire career information.
- Benchmark 2: The student will develop employability readiness.

Standard 2: The student will employ strategies to achieve future career goals with success and satisfaction.

- Benchmark 1: The student will acquire career information.

Standard 3: The student will understand the relationship between personal qualities, education, training and career success.

- Benchmark 1: The student will acquire knowledge to achieve career goals.
- Benchmark 2: The student will apply skills to achieve career goals.

STANDARD 1

The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

Benchmark 1

The student will develop career awareness.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies work and skills of self and family members.
2. Recognizes that men and women can do the same work.
3. Identifies and becomes aware of occupations in the school and community.
4. Recognizes that all work has value.

Grade 3-5

1. Develops awareness of career interests and related occupations.
2. Develops awareness of nontraditional occupations and stereotypes.
3. Recognizes and describes the various life roles people play.
4. Recognizes that all work has value.

Grade 6-8

1. Identifies personal interests and abilities and relates them to one's individual plan of study.
2. Describes how good habits in school relate to career success.
3. Explores a variety of traditional and nontraditional occupations related to specific interests.
4. Recognizes that all occupations are available regardless of diversity (e.g., gender, ethnicity).
5. Recognizes the value of all occupations.

Grade 9-12

1. Explores career options related to one's interests, skills and values.
2. Analyzes how choices will affect future goals (e.g., Individual Plan of Study).
3. Knows the required education, skills, certification and training needed to achieve career goals and prepare for the changing workplace.
4. Recognizes diversity in the workplace.
5. Recognizes the value of all occupations.

Benchmark 2

The student will develop employability readiness.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies and communicates goals.
2. Describes personal strengths and interests.
3. Develops good work habits.
4. Makes choices and describes consequences of those choices.

Grade 3-5

1. Makes informed decisions, solves problems and sets goals.
2. Demonstrates cooperative work habits.
3. Demonstrates being a positive team member.
4. Demonstrates effective communication skills.
5. Identifies, describes and recognizes consequences of decisions.

Grade 6-8

1. Demonstrates the importance of planning and goal setting.
2. Demonstrates positive work habits in the classroom.
3. Recognizes and describes the personal qualities of responsibility, dependability, punctuality and integrity in the workplace.
4. Demonstrates effective communication skills.
5. Recognizes real-world consequences of decisions in one's career.

Grade 9-12

1. Demonstrates the importance of planning and goal setting to meet needs in work and leisure.
2. Interacts positively with peers and adults.
3. Acquires employability skills necessary to obtain and maintain jobs.
4. Applies effective communication skills (e.g., resume, letter of introduction, job applications and job interviews).
5. Recognizes real-world consequences of decisions in one's career.
6. Learns laws and strategies for dealing with discrimination and sexual harassment.

STANDARD 2

The student will employ strategies to achieve future career goals with success and satisfaction.

Benchmark 1

The student will acquire career information.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies workers in various settings and their tasks.

Grade 3-5

1. Identifies career fields.
2. Describes business and industry in the community and its contribution.

Grade 6-8

1. Identifies and uses resources for career planning.
2. Identifies personal characteristics (e.g., aptitudes, interests and strengths).
3. Explores career choices and career fields and clusters.
4. Identifies secondary and postsecondary opportunities.
5. Explores career choices through experiential activities (e.g., job shadowing, mentoring, career simulations).

Grade 9-12

1. Uses skills to locate, evaluate and interpret career information.
2. Demonstrates how personal characteristics influence career choices.
3. Uses career information and resources for career planning.
4. Applies decision-making to the career planning process.
5. Understands how changing societal and economic needs influence employment trends and requires lifelong learning (e.g., Department of Labor trends, labor forecasts).

STANDARD 3

The student will understand the relationship between personal qualities, education, training and career success.

Benchmark 1

The student will acquire knowledge to achieve career goals.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies personal skills and talents.
2. Describes work tasks, roles and responsibilities.
3. Describes the characteristics and habits of a good worker.
4. Describes home and school responsibilities.

Grade 3-5

1. Identifies personal skills and talents.
2. Describes the relationship between academic achievement and career goals.
3. Recognizes the relationship between personal qualities, habits, talents and career goals.

Grade 6-8

1. Develops self-knowledge for career planning (e.g., abilities, skills, interests).
2. Recognizes the relationship of essential knowledge and employability skills to career success (e.g., responsibility, dependability, punctuality and integrity).
3. Identifies the education and training needed to achieve career goals.
4. Demonstrates effective decision-making skills to achieve career goals.

Grade 9-12

1. Applies self-knowledge for career planning (e.g., abilities, skills, interests).
2. Knows that educational achievement and work are related to career success.
3. Relates knowledge of the changing workplace to postsecondary options and the need for lifelong learning.
4. Describes how the rights and responsibilities of employers and employees relate to career success.

Benchmark 2

The student will apply skills to achieve career goals.

COMPETENCIES

The successful student …

Pre-K-2

1. Develops good work habits.
2. Develops interpersonal skills.
3. Develops teamwork skills.

Grade 3-5

1. Describes how personal activities and interests influence career and leisure choices.
2. Describes skills learned at home or in school that apply to career success.
3. Demonstrates problem-solving and decision-making skills.
4. Works cooperatively.

Grade 6-8

1. Relates personal activities and interests to career goals and leisure choices.
2. Demonstrates appropriate interpersonal skills.
3. Applies problem-solving and decision-making skills.
4. Demonstrates teamwork.
5. Demonstrates the ability to balance school, home and career.

Grade 9-12

1. Applies knowledge of self (e.g., personal skills, interests, abilities, aptitudes) to career decisions.
1. Demonstrates a positive attitude toward learning and work.
2. Demonstrates critical thinking skills to solve problems and make informed decisions applies problem-solving and decision-making skills.
3. Demonstrates essential knowledge and employability skills (e.g., dependability, integrity, punctuality and interpersonal skills).
4. Uses time-management skills to balance school, work and leisure activities.
5. Applies college and career readiness skills.

Social-Emotional Development Domain

Overview

Student competencies that guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standard 1: The student will acquire knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- Benchmark 1: The student will acquire and use self-knowledge.
- Benchmark 2: The student will acquire and use interpersonal skills.
- Benchmark 3: The student will appreciate perspective and emotions of others.

Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.

- Benchmark 1: The student will acquire knowledge and skills to make decisions and set goals.
- Benchmark 2: The Student will acquire skills to ensure health and well-being.

STANDARD 1

The student will acquire knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Benchmark 1

The student will acquire and use self-knowledge.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies positive attitudes toward self.
2. Identifies a variety of feelings.
3. Describes behaviors associated with various feelings.
4. Identifies people who can help them understand their feelings.

Grade 3-5

1. Identifies positive attitudes toward self.
2. Recognizes and expresses feelings in an appropriate manner.
3. Recognizes the effects of responsible behavior.
4. Identifies resources in the school and community that provide assistance.
5. Recognizes impact of personal, family and social changes.

Grade 6-8

1. Demonstrates positive attitudes toward self and others including personal strengths and assets.
2. Recognizes feelings and how to constructively handle emotions.
3. Recognizes how attitudes and choices affect behavior.
4. Exhibits positive self-control.
5. Recognizes that change is part of growth and development.
6. Identifies and uses resources in the school and community that provide assistance.

Grade 9-12

1. Demonstrates appropriate social behavior.
2. Uses personal strengths and assets.
3. Understands how attitudes and choices affect behavior.
4. Understands change is a factor in growth and development.
5. Analyzes appropriate ways to take responsibility for themselves.
6. Identifies and uses resources in the school and community that provide assistance.

Benchmark 2

The student will acquire and use interpersonal skills.

COMPETENCIES

The successful student …

Pre-K-2

1. Identifies appropriate times to talk and play.
2. Makes and keeps friends.
3. Recognizes the differences between cooperative and uncooperative behaviors.
4. Recognizes similarities and differences between self and others.

Grade 3-5

1. Demonstrates effective communication skills.
2. Recognizes and demonstrates the skills necessary to make and keep friends.
3. Understands how behavior affects school and family relationships.
4. Develops an appreciation of individual and cultural differences.
5. Learns that cooperation takes thought and planning.
6. Demonstrates self-control and the ability to hear another's perspective.

Grade 6-8

1. Develops effective coping skills.
2. Learns and uses conflict resolution skills.
3. Understands how appropriate behavior affects school and family relationships.
4. Develops an appreciation of individual and cultural differences.
5. Demonstrates cooperation.
6. Demonstrates self-control and the ability to hear another's perspective.

Grade 9-12

1. Demonstrates effective communication skills.
2. Demonstrates empathy.
3. Applies appropriate interpersonal skills.
4. Demonstrates respect for diversity.

Benchmark 3

The student will appreciate perspective and emotions of others.

COMPETENCIES

The successful student ...

Pre-K-2

1. Identifies basic emotions of others.
2. Understands emotions people experience.
3. Shows caring for others.
4. Develops necessary skills to participate in diverse groups.

Grade 3-5

1. Recognizes a broader spectrum of emotions.
2. Appreciates the differences of emotions people experience.
3. Initiates a caring response.
4. Demonstrates necessary skills to participate in diverse groups.

Grade 6-8

1. Anticipates common emotional reactions to a variety of situations.
2. Develops an understanding of the context of the emotion that others are experiencing.
3. Expresses an appropriate level of understanding.
4. Develops skills as a member and leader within a diverse group.

Grade 9-12

1. Gains a sense of emotions of others.
2. Respects the rights of others to experience emotions.
3. Helps people in need gain appropriate assistance.
4. Displays the ability to assume various roles within diverse groups.

STANDARD 2

The student will make decisions, set goals and take necessary action to achieve goals.

Benchmark 1

The student will acquire knowledge and skills to make decisions and set goals.

COMPETENCIES

The successful student …

Pre-K-2

1. Makes decisions.
2. Identifies choices and consequences.
3. Identifies a goal and how to achieve it.
4. Knows how to ask for help.

Grade 3-5

1. Learns the importance of setting goals.
2. Recognizes the relationship between choices and consequences.
3. Learns and uses a decision-making and problem-solving model.
4. Identifies resources to solve problems and make decisions.

Grade 6-8

1. Sets goals and develops a plan to achieve goals.
2. Recognizes the consequences of decisions and choices.
3. Identifies the influence of peer pressure on decision making.
4. Seeks help to solve problems and make decisions.

Grade 9-12

1. Sets goals and implements a plan to achieve goals.
2. Evaluates the impact of consequences in the decision-making process.
3. Seeks help to solve problems and make decisions.
4. Recognizes potential crises and takes appropriate action.
5. Demonstrates appropriate techniques for handling bullying and harassment.

Benchmark 2

The student will acquire skills to ensure health and well-being.

COMPETENCIES

The successful student ...

Pre-K-2

1. Identifies healthy and unhealthy choices.
2. Develops self-discipline and self-control.
3. Identifies risky behaviors and consequences.

Grade 3-5

1. Identifies and applies healthy and unhealthy choices.
2. Develops and applies self-discipline and self-control.
3. Identifies risky behaviors and understands consequences.

Grade 6-8

1. Demonstrates healthy behaviors to reduce health risks.
2. Practices self-discipline and self-control.
3. Identifies the warning signs associated with risky behaviors.
4. Seeks help for self and/or others who might develop problems with risky behaviors.

Grade 9-12

1. Demonstrates healthy behaviors to reduce health risks.
2. Practices self-discipline and self-control.
3. Recognizes the risk factors including impact of genetic factors related to risky behaviors.
4. Recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being.
5. Identifies the warning signs associated with risky behaviors.
6. Seeks help for self and/or others who might develop problems with risky behaviors.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM: **APPENDICES**

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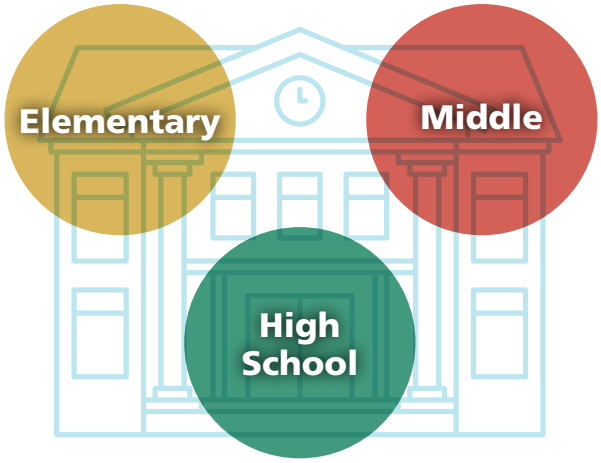
AMERICAN SCHOOL COUNSELOR ASSOCIATION

The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions

SCHOOL COUNSELOR QUALIFICATIONS

- **Hold, at minimum, a master's degree in school counseling**
- **Meet the state certification/licensure standards**
- **Fulfill continuing education requirements**
- **Uphold ASCA ethical and professional standards**

AMERICAN SCHOOL COUNSELOR ASSOCIATION

For more information, resources please visit *www.schoolcounselor.org*

LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

- **School counselors help all students:**
  - apply academic achievement strategies
  - manage emotions and apply interpersonal skills
  - plan for postsecondary options (higher education, military, work force)
- **Appropriate duties include providing:**
  - individual student academic planning and goal setting
  - school counseling classroom lessons based on student success standards
  - short-term counseling to students
  - referrals for long-term support
  - collaboration with families/teachers/ administrators/ community for student success
  - advocacy for students at individual education plan meetings and other student-focused meetings
  - data analysis to identify student issues, needs and challenges
  - acting as a systems change agent to improve equity and access, achievement and opportunities for all students

IDEAL CASELOAD

250 students per school counselor

250:1

The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –
ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards –
- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus
- Beliefs
- Vision Statement
- Mission Statement

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

School counselors work to create a future world where all students thrive.

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students
Direct services are in-person interactions between school counselors and students and include the following:
- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students
Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:
- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:
- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self–assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment
- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal
- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

For research on the effectiveness of school counseling programs, go to *https://www.schoolcounselor.org/effectiveness*

For more information about the role of the school counselor, go to *https://www.schoolcounselor.org/role*



¿QUIÉNES SON CONSEJEROS ESCOLARES?

Los consejeros escolares son educadores certificados/con licencia que mejoran el éxito de los estudiantes para TODOS los estudiantes al implementar un programa de consejería escolar completo.

EMPLEADOS EN TODOS LOS NIVELES



También son empleados en puestos de supervisión del distrito; y en puestos de educación en consejería escolar

REQUERIMIENTOS PARA SER CONSEJERO ESCOLAR

- **Tener, como mínimo, una maestría en consejería escolar**
- **Cumplir con los estándares de certificación/licencia del estado**
- **Cumplir con los requerimientos de educación continua**
- **Mantener los estándares éticos y profesionales de la ASCA**

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Para más información y recursos, visite www.schoolcounselor.org

ROL DEL CONSEJERO ESCOLAR

Los consejeros escolares son miembros vitales del equipo de educación y maximizan el éxito de los estudiantes

Ayudan a todos los estudiantes a:

- aplicar estrategias para el aprovechamiento académico
- manejar las emociones y aplicar habilidades interpersonales
- planear opciones para después de la educación media (educación superior, militar, fuerza laboral)

Los deberes apropiados incluyen el proporcionar:

- establecimiento de metas y planeación académica del estudiante de manera individual
- lecciones en salón de clase sobre consejería escolar basadas en los estándares de éxito del estudiante
- consejería a corto plazo para los estudiantes
- referencias para apoyo a largo plazo
- colaboración con familias/maestros/administradores/comunidad para el éxito del estudiante
- respaldo a estudiantes en reuniones del plan educativo individual y otras reuniones enfocadas en el estudiante
- análisis de datos para identificar problemas, necesidades y retos del estudiante

CARGA IDEAL

250 estudiantes por consejero escolar



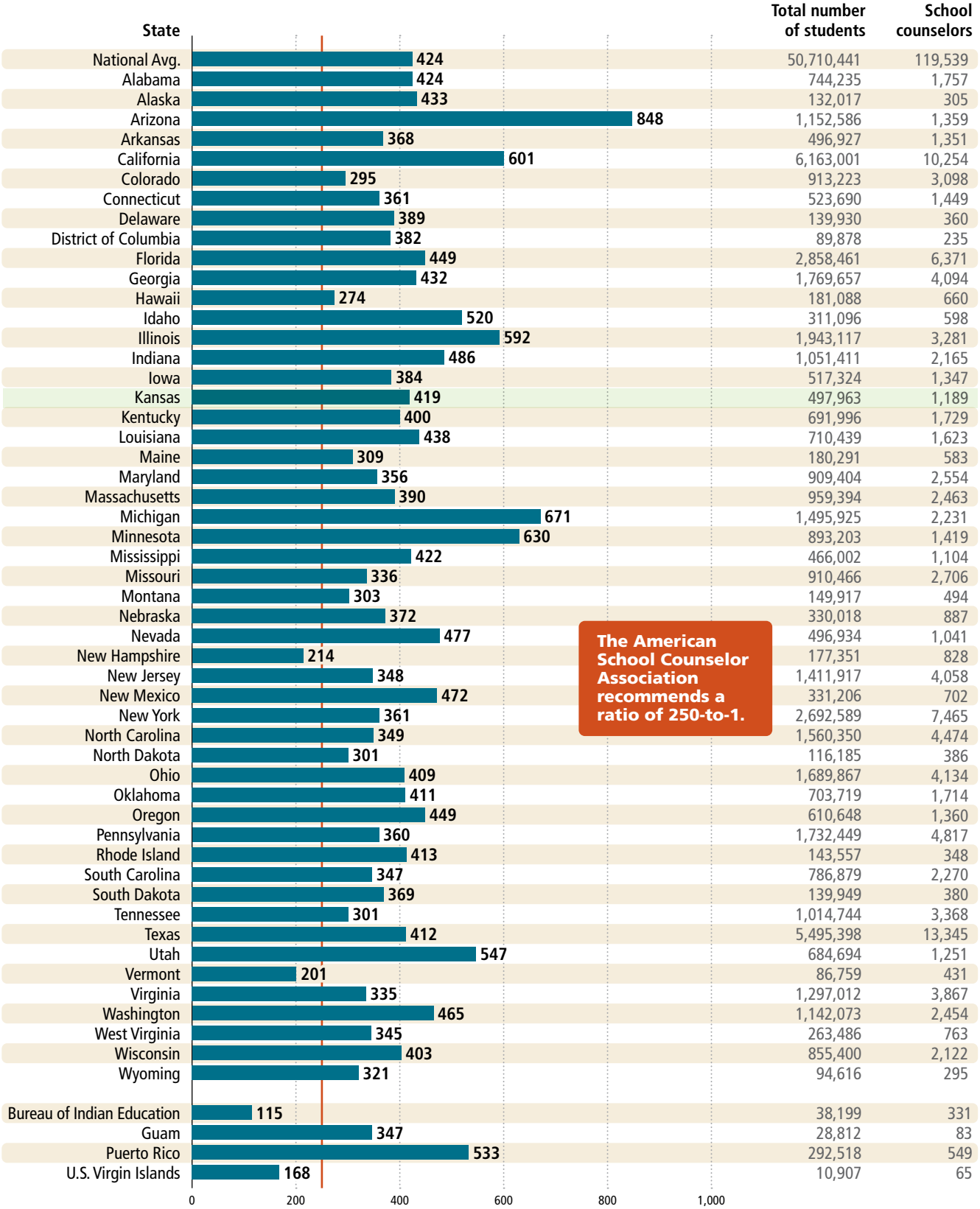
Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ 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 short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

AMERICAN SCHOOL COUNSELOR ASSOCIATION

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Student-to-School-Counselor Ratio 2019–2020



Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey," 2019-20 v.1a. https://nces.ed.gov/CCD/ELSI/

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Guidance Counselor vs. School Counselor

Historically, the term "guidance counselor" was used to refer to counselors working in the schools. This term has evolved to "school counselor" as the scope of duties has changed and evolved. Although some schools still used the outdated "guidance counselor" term, the American School Counselor Association encourages the use of "school counselor" to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from "*School Counseling Principles: Remembering the Past, Shaping the Future: A History of School Counseling*," by Norman C. Gysbers, Ph.D.

"The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA has come down firmly on the title school counselor, although the public still uses the title guidance counselor, and some school districts use the title guidance dean, going back to a title used earlier.

The terminology issue is interesting from a historical perspective too. Remember the first term was vocational guidance, and then many modifiers were placed in front of the word guidance. In the 1930s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA's lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum."

REFERENCES

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.

Gysbers, N. (2010). *Remembering the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counselor Association.

Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, *8*(2), 124-131.

Lesson Plan

Lesson Plan for		(lesson title)

School Counselor:				
Target Audience:				
Mindsets & Behaviors: (limit of three)				
Lesson		of		

Learning Objective(s)/Competency	
Students will:	
Students will:	
Materials:	
Evidence Base:	
☐ Best Practice ☐ Action Research ☐ Research-Informed ☐ Evidence-Based	
Procedure: Describe how you will:	
Introduce:	
Communicate Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize:	
Close:	
Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once.*	
Participation Data:	
Anticipated number of students:	

Planned length of lesson(s):	

Mindsets & Behaviors Data:

- Pre-test administered before first lesson.
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session.
- Pre-/post-assessment attached.

Outcome Data: (choose one)

☐ Achievement (describe):

☐ Attendance (describe):

☐ Discipline (describe):

School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.		
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from the fall and one from the spring).		
Action Plans		
Classroom and group Mindsets & Behaviors action plan detailing classroom lessons and groups aligned with the ASCA Mindsets & Behaviors completed.		

Closing-the-gap action plan aligned with the ASCA Mindsets & Behaviors completed.		
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		
Indirect student services are reflected on weekly calendars.		
ASSESS		
Classroom and group Mindsets & Behaviors results report completed.		
Closing-the-gap results report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School counseling program assessment completed.		
School counseling performance appraisal is conducted annually.		
Program results are shared with school staff and stakeholders		

School Data Summary

School Name: _____ School Year: _____

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert? Who can help you interpret the data?

2. Identify the school improvement plan goals.

    - In which areas can the school counseling program support the work?

    - List those goals:

3. Review available school data reports for previous years to identify trends.
   For example:
   Is there a subgroup that historically underperforms on standardized achievement benchmarks?
   Is there a grade level that historically has the most absences?
   Is there a subgroup that historically receives the majority of discipline referrals?
    - What is working well according to your school data reports?
        - Achievement
        - Attendance
        - Discipline
    - Highlight possible areas of need according to your school data reports.
        - Achievement
        - Attendance
        - Discipline

4. Compare your school's data with district and state data or other comparable data points.

5. Identify what else you need to know.

6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How is it addressed through the school counseling program?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.

c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.

d. Acknowledge the vital role of parents/guardians and families.

e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.

f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

1) Student identifies partner, or the partner is highly identifiable
2) School counselor recommends the student notify partner and refrain from further high-risk behavior
3) Student refuses
4) School counselor informs the student of the intent to notify the partner
5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.

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

c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.

d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.

e. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district's school improvement goals.

f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.

g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness

b. Provide and advocate for individual students' preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.

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.

d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.

e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop professional competence through training and supervision.

i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.

e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.

g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.

c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.

e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.

b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.

b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.

c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.

d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.

e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.

f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.

g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.

h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

i. Conduct school counseling program assessments 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.

A.14. Technical and Digital Citizenship

School counselors:

a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.

b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

c. Promote the safe and responsible use of technology in collaboration with educators and families.

d. Promote the benefits and clarify the limitations of various appropriate technological applications.

e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.

f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.

b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.

c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.

d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.

e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.

f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.

d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.

f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.

h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.

d. Provide leadership to create systemic change to enhance the school.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.

g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession's ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.

d. Providing opportunities for professional development in current research related to school counseling practice and ethics.

e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.

f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.

b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.

c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.

e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.

f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.

g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.

h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.

i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.

j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.

k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

m. Assist supervisees in obtaining remediation and professional development as necessary.

n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.

b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.

c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

- State school counselor association
- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

a. Define the problem emotionally and intellectually

b. Apply the ASCA Ethical Standards for School Counselors and the law

c. Consider the students' chronological and developmental levels

d. Consider the setting, parental rights and minors' rights

e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice

f. Determine potential courses of action and their consequences

g. Evaluate the selected action

h. Consult

i. Implement the course of action

GLOSSARY OF TERMS

Advocate
a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent
to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment
collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries
something that indicates or affixes an extent or limits.

Breach
disclosure of information given in private or confidential communication such as information given during counseling.

Competence
the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality
the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest
a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent
permission, approval or agreement; compliance.

Consultation
a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters
general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity
a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues
inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed
accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age
the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure
the act or an instance of exposure or revelation.

Diversity
the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship
a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy
the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor
a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption
process of putting information into a coded form to control and limit access to authorized users.

Ethics
the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior
actions defined by standards of conduct for the profession.

Ethical Obligation
a standard or set of standards defining the course of action for the profession.

Ethical Rights
the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible
capable of being done, effected or accomplished.

Gender Expression
the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity
One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment
the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent
assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention
to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates
a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights
those rights bestowed onto a person by a given legal system.

Mandatory Reporting
the legal requirement to report to authorities.

Minors
persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception
A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper
peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support
programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy
the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication
conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development
the process of improving and increasing capabilities through access to education and training opportunities.

Relationship
a connection, association or involvement.

Risk Assessment
a systematic process of evaluating potential risks

School Counseling Supervisor
a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable
when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records
exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder
a person or group that shares an investment or interest in an endeavor.

Supervision
a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972
a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling
counseling by electronic means.

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1101 King Street, Suite 310, Alexandria VA 22314
www.schoolcounselor.org

School Counselor Performance Appraisal

School Counselor _____
Evaluator _____
Position _____
Date _____

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	**Rating 0-3**
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities.	
Demonstrates belief all students should have access and opportunity to a high-quality education.	
Demonstrates belief all students should have access to the school counseling program.	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.	
Demonstrates belief that school counselors are leaders in the school, district, state and nation.	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes.	
Observations and comments:	

PROFESSIONAL RESPONSIBILITIES	
Description	**Rating 0-3**
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories.	
Demonstration includes: a. Articulates knowledge of human development and learning theories that affect student success. b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings. c. Articulates knowledge of career development theories for postsecondary planning. d. Uses principles of multi-tiered systems of support within a school counseling program.	

Artifacts may include: a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories. b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief). c. Classroom and group Mindsets & Behaviors action plans. d. Closing-the-gap action plan/results report.	
2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends.	
Demonstration includes: a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices. b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation. c. Explains process for development of policy and procedures at the building, district, state and national levels. d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling. e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate. f. Articulates a rationale for a school counseling program. g. Uses education research to inform decisions and programming. h. Uses current trends in technology to promote student success. *Artifacts may include:* a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.). b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role. c. Minutes from school counseling advisory committee meetings. d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions.	
3. Applies legal and ethical principles of the school counseling profession.	
Demonstration includes: a. Practices in accordance with the ASCA Ethical Standards for School Counselors. b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting. c. Adheres to the ethical and statutory limits of confidentiality. d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise. f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors. g. Models ethical behavior. h. Engages in continual professional development to inform and guide ethical and legal work. *Artifacts may include:* a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process). b. Weekly calendars, regarding documentation of critical interactions with students.	

c. Completion certificates of professional development experiences.	
4. Applies school counseling professional standards and competencies.	
Demonstration includes: a. Stays current with school counseling research and best practices. b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies. c. Uses personal reflection, consultation and supervision to promote professional growth and development. d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations. *Artifacts may include:* a. Membership documentation in state and national school counselor organizations. b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth. c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought.	
5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program.	
Demonstration includes: a. Selects ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data. b. Prioritizes ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals. c. Selects or creates competencies aligned with the ASCA Mindsets & Behaviors for Student Success and state-specific standards. *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan. b. Closing-the-gap action plan/results report. c. Lesson plans.	
6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities.	
Demonstration includes: a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors. b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school. c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background. d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively. e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction. f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work. *Artifacts may include:* a. Completion certificates from professional development sessions on cultural, social or environmental influences	

b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others. c. Annual professional growth plan.	
7. Demonstrates leadership through the development and implementation of the school counseling program.	
Demonstration includes: a. Identifies sources of power and authority and formal and informal leadership. b. Demonstrates professional and personal qualities and skills of effective leaders. c. Applies a model of leadership to the school counseling program. d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model. e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program. f. Uses leadership skills to facilitate positive change for the school counseling program. g. Defines the role of the school counselor and the school counseling program in the school crisis plan. h. Serves as a leader in the school and community to promote and support student success. i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals. *Artifacts may include:* a. Leadership roles in school, district or community committees focused on student success. b. Participation in school counseling professional associations. c. Annual student outcome goals. d. Annual calendar. e. Results reports. f. Advisory council agendas and minutes. g. Recognized ASCA Model Program (RAMP) certification.	
8. Demonstrates advocacy in the school counseling program.	
Demonstration includes: a. Models school counselor advocacy competencies to promote school counseling program development and student success. b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests. c. Explains the benefits of the school counseling program for students and all stakeholders. d. Provides rationale for appropriate activities for school counselors. e. Provides rationale for discontinuation of inappropriate activities for school counselors. f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks. g. Participates in school counseling and education-related professional organizations. *Artifacts may include:* a. Presentations or information shared with school board and local, state or federal oversight organizations. b. Presentations or information shared with faculty and staff, parents and other school stakeholders. c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator). d. Participation in school counseling professional association advocacy events. e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders.	
9. Creates systemic change through the implementation of the school counseling program.	

Demonstration includes: a. Acts as a systems change agent to create an environment promoting and supporting student success. b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success. c. Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps. d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success. Artifacts may include: a. Reports showing change in student achievement, attendance or discipline data b. Reports showing change in course enrollment or increased access to opportunities c. Reports showing change in postsecondary success linked to National Student Clearinghouse data	
Observations and comments:	
Description	**Rating 0-3**
Behaviors: Direct and Indirect Student Services	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings.	
Demonstration includes: a. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. b. Assesses cultural and social trends when developing and choosing curricula. c. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist. d. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes. f. Uses a variety of technologies in the delivery of lessons and activities. g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction. h. Analyzes data from lessons and activities to determine impact on student outcomes. *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan. b. Closing-the-gap action plan/results report. c. Lesson plans. d. Annual calendar (details of specific school counseling events for the year).	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings.	
Demonstration includes: a. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success. b. Uses assessments to help students understand their abilities, values and career interests.	

c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans. d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals. e. Helps students understand how academic performance relates to the world of work, family life and community service. f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career. g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes. h. Connects students to workplace experiences to deepen understandings and explore career interests. *Artifacts may include:* a. Completed graduation plans. b. Completed postsecondary plans. c. Completed career interest inventories with lesson plans showing appraisal and advisement activities. d. Completed strengths inventories with lesson plans showing appraisal and advisement activities. e. Completed field trips to communication organizations, businesses and postsecondary institutions.	
3. Provides short-term counseling in small-group and individual settings.	
Demonstration includes: a. Uses data to identify students in need of counseling intervention. b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success. c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy. d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma. e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response. *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan. b. Group lesson/session plans. c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices. d. Crisis response “pack” or bag/box. e. Participation/membership on district crisis response teams.	
4. Makes referrals to appropriate school and community resources.	
Demonstration includes: a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues. b. Communicates the limits of school counseling and the continuum of mental health services. c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling. *Artifacts may include:* a. List of school and community referral sources. b. School-counselor-developed school counseling brochure.	
5. Consults to support student achievement and success.	
Demonstration includes: a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success.	

b. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations. c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise. d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise. *Artifacts may include:* a. Presentation materials from school-counselor-led trainings or workshops. b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.). c. Schedule of parent programs. d. Member of school leadership team, data team, etc.	
6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.	
Demonstration includes: a. Partners with others to advocate for student achievement and educational equity and opportunities b. Explains the potential for dual roles with families and other caretakers. c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation. d. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies. *Artifacts may include:* a. List of groups that partner with the school counseling program. b. List of committee involvement in school, district or community focused on student success.	
Observations and comments:	

Description	**Rating 0-3**
Behavior: Planning and Assessment	
1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district.	
Demonstration includes: a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success. b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission. c. Analyzes the school's vision and mission statements. d. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved. e. Creates a school counseling mission statement aligned with school, district and state missions. f. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders. *Artifacts may include:* a. Belief statements aligned with mindsets from ASCA Professional Standards & Competencies.	

b. Vision statement describing what the school counselor hopes to see in students five-15 years in the future. c. Mission statement aligned with school and district mission statement. d. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures.	
2. Identifies gaps in achievement, attendance, discipline, opportunity and resources.	
Demonstration includes: a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities. b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed. c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps. *Artifacts may include:* a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities. b. Goals addressing achievement, opportunity and/or information gaps. c. School data summary worksheet. d. Annual student outcome goal plan worksheet. e. Closing-the-gap action plan/results report.	
3. Develops annual student outcome goals based on student data.	
Demonstration includes: a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans. b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement. c. Uses student data and results from survey tools to monitor and refine annual student outcome goals. d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders. *Artifacts may include:* a. Annual student outcome goals written in a SMART goal format including baseline and target data. b. Annual student outcome goal plan worksheet. c. Annual results reports.	
4. Develops and implements action plans aligned with annual student outcome goals and student data.	
Demonstration includes: a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data. b. Determines appropriate students for the target group of action plans based on student, school and district data. c. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans. d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist. e. Identifies appropriate resources needed to implement action plans. f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation. g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research.	

Artifacts may include: a. Classroom and group Mindsets & Behaviors action plan and results reports. b. Closing-the-gap action plan/results reports. c. Annual and weekly calendars. d. Annual student outcome goal plan worksheet. e. Annual administrative conference template.	
5. Assesses and reports program results to the school community.	
Demonstration includes: a. Explains concepts related to program results and accountability within the school counseling program. b. Reviews progress toward annual student outcome goals. c. Analyzes data to assess school counseling program effectiveness and to inform program development. d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared. e. Uses data to demonstrate the value the school counseling program adds to student achievement. f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders. *Artifacts may include:* a. Presentation materials with data from school counseling activities. b. School data summary worksheet.	
6. Uses time appropriately according to national recommendations and student/school data.	
Demonstration includes: a. Articulates the distinction between direct and indirect student services. b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component. c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals. d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time. e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals. f. Identifies, evaluates and participates in fair-share responsibilities. *Artifacts may include:* a. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less). b. Annual administrative conference template and meeting notes. c. Annual and weekly calendars.	
7. Establishes agreement with the principal and other administrators about the school counseling program.	
Demonstration includes: a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff. b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program.	

c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program. d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan. e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs. f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator. *Artifacts may include:* a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor.	
8. Establishes and convenes an advisory council for the school counseling program.	
Demonstration includes: a. Determines appropriate education stakeholders for representation on the advisory council. b. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program. c. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council. d. Records advisory council meeting notes, and distributes as appropriate. e. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate. *Artifacts may include:* a. List of representatives on the advisory council with their positions. b. Agenda from advisory council meetings. c. Minutes from advisory council meetings. d. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.).	
9. Uses appropriate school counselor performance appraisal process.	
Demonstration includes: a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program. b. Explains how school counseling activities fit within categories of a performance appraisal instrument. c. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments. *Artifacts may include:* a. Completed performance appraisal aligned with the ASCA Professional Standards & Competencies. b. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model. c. Recognized ASCA Model Program (RAMP) application.	
Observations and comments:	

DIRECTIONS FOR USE-OF-TIME CALCULATOR:

1. Enter the activity into the "Activity or Task" column for the corresponding time and day of the week.

2. If you did more than one activity in a 15-minute timeframe, record the activity where you spent the majority of time.

3. In the columns next to each activity, place an X under the category that aligns with your activity. Do not mark more than one category.

4. Do not use any other mark in the columns! You must record an X.

5. The spreadsheet will count your activities each day and calculate percent of time in each category.

6. The spreadsheet will also calculate your percent of time for the week and will report that data in the "Charts" tab.

7. The "Sample" tab displays how one day will look after entering activities and Xs to designate category.

8. Because there are formulas in the spreadsheets, do not alter any part of the Use-of-Time Calculator in any way.

AMERICAN SCHOOL COUNSELOR ASSOCIATION		Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks	
Time frame	**Activity or Task**	Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks	
7-7:15 a.m.	parent conference 5th grade student				x				
7:16-7:30 a.m.	parent conference 5th grade student				x				
7:31-7:45 a.m.	data collection					x			
7:46-8 a.m.	data collection					x			
8:01-8:15 a.m.	data collection					x			
8:16-8:30 a.m.	data collection					x			
8:31-8:45 a.m.	data collection					x			
8:46-9 a.m.	5th grade career lesson (Smith)	x							
9:01-9:15 a.m.	5th grade career lesson (Smith)	x							
9:16-9:30 a.m.	5th grade career lesson (Smith)	x							
9:31-9:45 a.m.	5th grade career lesson (Jones)	x							
9:46-10 a.m.	5th grade career lesson (Jones)	x							
10:01-10:15 a.m.	5th grade career lesson (Jones)		x						
10:16-10:30 a.m.	Student 2nd goal check		x						
10:31-10:45 a.m.	Student 2nd goal check		X						
10:46-11 a.m.	K lunch duty							X	
11:01-11:15 a.m.	K lunch duty							X	
11:16-11:30 a.m.	K lunch duty							x	
11:31-11:45 a.m.	5th grade career lesson (Johnson)	x							
11:45 a.m.-Noon	5th grade career lesson (Johnson)	x							
12:01-12:15 p.m.	5th grade career lesson (Johnson)	x							
12:16-12:30 p.m.	5th grade career lesson (Martin)	x							
12:31-12:45 p.m.	5th grade career lesson (Martin)	x							
12:46-1 p.m.	Student 4th family issue			x					
1:01-1:15 p.m.	Student 4th family issue			x					
1:16-1:30 p.m.	3rd gr group study skills			x					
1:31-1:45 p.m.	3rd gr group study skills			x					
1:46-2 p.m.	3rd gr group study skills			x					
2:01-2:15 p.m.	parent conference student 4th				x				
2:16-2:30 p.m.	parent conference student 4th				x				
2:31-2:45 p.m.	parent conference student 4th				x				
2:46-3 p.m.	Email check					x			
3:01-3:15 p.m.	Car duty						x		
3:16-3:30 p.m.	Car duty						x		
3:31-3:45 p.m.	Car duty						x		
3:46-4 p.m.									
TOTALS		**10**	**3**	**5**	**5**	**6**	**3**	**3**	
% per topic		29%	9%	14%	14%	17%	9%	9%	100%
% per category		**51%**			**14%**	**26%**		**9%**	100%

AMERICAN SCHOOL COUNSELOR ASSOCIATION

School Counselor Name: **DATE:**

		Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks	
Time frame	**Activity or Task**	Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks	
7:16-7:30 a.m.									
7:31-7:45 a.m.									
7:46-8 a.m.									
8:01-8:15 a.m.									
8:16-8:30 a.m.									
8:31-8:45 a.m.									
8:46-9 a.m.									
9:01-9:15 a.m.									
9:16-9:30 a.m.									
9:31-9:45 a.m.									
9:46-10 a.m.									
10:01-10:15 a.m.									
10:16-10:30 a.m.									
10:31-10:45 a.m.									
10:46-11 a.m.									
11:01-11:15 a.m.									
11:16-11:30 a.m.									
11:31-11:45 a.m.									
11:45 a.m.-Noon									
12:01-12:15 p.m.									
12:16-12:30 p.m.									
12:31-12:45 p.m.									
12:46-1 p.m.									
1:01-1:15 p.m.									
1:16-1:30 p.m.									
1:31-1:45 p.m.									
1:46-2 p.m.									
2:01-2:15 p.m.									
2:16-2:30 p.m.									
2:31-2:45 p.m.									
2:46-3 p.m.									
3:01-3:15 p.m.									
3:16-3:30 p.m.									
3:31-3:45 p.m.									
3:46-4 p.m.									
TOTALS		0	0	0	0	0	0	0	
% per topic									0%
% per category		0%				0%			0%

www.edstaranalytics.com

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

School Name:

Mindsets	**Activity**	**Participants**	**Class/LG**	**SG**
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being.				
M 2. Self-confidence in ability to succeed.				
M 3. Sense of belonging in the school environment.				
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.				
M 6. Positive attitude toward work and learning.				
Behavior Learning Strategies	**Activity**	**Participants**	**Class/LG**	**SG**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions.				
B-LS 2. Demonstrate creativity.				
B-LS 3. Use time-management, organizational and study skills.				
B-LS 4. Apply self-motivation and self-direction to learning.				
B-LS 5. Apply media and technology skills.				
B-LS 6. Set high standards of quality.				
B-LS 7. Identify long- and short-term academic, career and social/emotional goals.				
B-LS 8. Actively engage in challenging coursework.				
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.				

B-LS 10. Participate in enrichment and extracurricular activities.				
Behavior Self-Management Skills	**Activity**	**Participants**	**Class/LG**	**SG**
B-SMS 1. Demonstrate ability to assume responsibility.				
B-SMS 2. Demonstrate self-discipline and self-control.				
B-SMS 3. Demonstrate ability to work independently.				
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards.				
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals.				
B-SMS 6. Demonstrate ability to overcome barriers to learning.				
B-SMS 7. Demonstrate effective coping skills when faced with a problem.				
B-SMS 8. Demonstrate the ability to balance school, home and community activities.				
B-SMS 9. Demonstrate personal safety skills.				
B-SMS 10. Demonstrate ability to manage. transitions and ability to adapt to changing situations and responsibilities.				
Behavior Social Skills	**Activity**	**Participants**	**Class/LG**	**SG**
B-SS 1. Use effective oral and written communication skills and listening skills.				
B-SS 2. Create positive and supportive relationships with other students.				
B-SS 3. Create relationships with adults that support success.				
B-SS 4. Demonstrate empathy.				
B-SS 5. Demonstrate ethical decision-making and social responsibility.				
B-SS 6. Use effective collaboration and cooperation skills.				
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams.				
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.				
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.				

Annual Administrative Conference

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

_____

_____

_____

Based on these priorities, the following goals were identified:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per _____ Students

Caseload defined by:

- ☐ Alpha Assigned: Last names beginning with: _____ to _____
- ☐ Grade Level: Students in grades: _____
- ☐ All Students in Building
- ☐ Other: _____

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

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

_____ College and Career Center Assistant

_____ Other Staff

_____ Volunteers

_____

_____

_____

_____ School Counselor Signature

_____ Administrative Signature

_____ Date Signed

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM: **APPENDICES**

APPENDIX C: Kansas Postsecondary Exploration Guide

APPENDIX C: KANSAS POSTSECONDARY EXPLORATION GUIDE 155
- Public Universities 157
- Public Community and Technical Colleges 157
- Independent Colleges and Universities 158
- Exploratory Resources 159
- Transfer and Credit for Prior Learning Resources 161
- Financial Aid and Scholarships 162

Resources to help Kansas high school graduates make postsecondary decisions a collaborative tool from Kansas Board of Regents and Kansas State Department of Education.

Content Quick Reference

General Information

- Kansas Public Universities
- Kansas Public Community and Technical Colleges
- Kansas Independent Colleges
- Exploratory Resources to Consider Postsecondary Options
- Transfer Credit and Credit for Prior Learning Resources
- Financial Aid and Scholarships Resources

General Kansas Information:

- Qualified Admissions[18]
- Kansas Scholars Curriculum[20]
- Public Institutions[81]
- Financial Aid Offices[82]
- Independent Colleges[83]

Public Universities

INSTITUTION	LOCATION	ADMISSIONS	FINANCIAL AID	NEW STUDENT INFO
Emporia State University https://www.emporia.edu/	Emporia	Undergraduate Admissions https://www.emporia.edu/admissions-costs/admissions-and-costs/emporia-state-university-admissions/	Financial Aid, Scholarships and Veterans Support Services https://www.emporia.edu/financial-aid/	New Students https://www.emporia.edu/admissions-costs/admissions-and-costs/new-students/
Fort Hays State University https://www.fhsu.edu/	Hays	Admissions Office https://www.fhsu.edu/admissions/undergraduate/index	Financial Assistance Office https://www.fhsu.edu/finaid/	First Year Experience https://www.fhsu.edu/fye/index
Kansas State University https://www.k-state.edu/	Manhattan	Admissions https://www.k-state.edu/admission/	Office of Student Financial Assistance https://www.k-state.edu/sfa/aid/scholarships/future-students/	K-State First https://www.k-state.edu/first/
Pittsburg State University https://www.pittstate.edu/	Pittsburg	Admission Office https://admission.pittstate.edu/index.html	Student Financial Assistance https://www.pittstate.edu/financial-aid/index.html	Information for New Students https://www.pittstate.edu/housing/new-students/index.html
University of Kansas https://ku.edu/	Lawrence	Admissions https://ku.edu/admissions	Financial Aid and Scholarships http://affordability.ku.edu/	First Year Experience http://firstyear.ku.edu/
Washburn University https://www.washburn.edu/index.html	Topeka	Admissions https://www.washburn.edu/admissions/index.html	Financial Aid Office https://www.washburn.edu/admissions/paying-for-college/financial-aid/index.html	First Year Experience https://www.washburn.edu/academics/undergraduate-programs/first-year/index.html
Wichita State University https://www.wichita.edu/	Wichita	Admissions https://www.wichita.edu/admissions/index.php	Office of Financial Aid https://www.wichita.edu/administration/financial_aid/	Office of First Year Programs https://wichita.edu/services/studentsuccess/fyp/index.php

Public Community and Technical Colleges

INSTITUTION	LOCATION	ADMISSIONS	FINANCIAL AID	NEW STUDENT INFO
Allen Community College https://www.allencc.edu/	Iola	Admissions https://www.allencc.edu/admissions-financial-aid/admissions	Financial Aid https://www.allencc.edu/admissions-financial-aid/financial-aid	Student Life https://www.allencc.edu/admissions-financial-aid/admissions
Barton Community College https://bartonccc.edu/	Great Bend	Admissions https://bartonccc.edu/admission	Financial Aid and Scholarships https://bartonccc.edu/financialaid	Student Life https://www.bartonccc.edu/studentlife
Butler Community College https://www.butlercc.edu/	El Dorado	Admissions https://www.butlercc.edu/admissions	Financial Aid and Scholarships https://www.butlercc.edu/financial-aid	First Year Experience https://www.butlercc.edu/info/20001/students/429/first-year-experience
Cloud County Community College https://www.cloud.edu/	Concordia	Admissions https://www.cloud.edu/admissions/	Financial Aid https://www.cloud.edu/students/financialaid/	Student Engagement https://www.cloud.edu/students/student-engagement/
Coffeyville Community College https://www.coffeyville.edu/	Coffeyville	Admissions https://www.coffeyville.edu/student-services/admissions	Financial Aid Office https://www.coffeyville.edu/student-services/financial-aid	Student Life https://www.coffeyville.edu/student-services/student-life
Colby Community College https://www.colbycc.edu/	Colby	Admissions https://www.colbycc.edu/admissions/index.html	Financial Aid https://www.colbycc.edu/student/financial-aid/index.html	Student Services https://www.colbycc.edu/student/current-students/index.html
Cowley Community College https://www.cowley.edu/	Arkansas City	Admissions https://www.cowley.edu/admissions/	Financial Aid https://www.cowley.edu/finaid/index.html	Student Life https://www.cowley.edu/studentlife/index.html
Dodge City Community College https://dc3.edu/	Dodge City	Admissions https://dc3.edu/admissions/	Financial Aid and Scholarships https://dc3.edu/admissions/financial-aid-scholarships/	Student Life https://dc3.edu/students/
Flint Hills Technical College https://www.fhtc.edu/	Emporia	Admissions https://www.fhtc.edu/admissions/	Financial Aid and Scholarships https://www.fhtc.edu/admissions/paying-for-your-education/financial-aid/	Student Life https://www.fhtc.edu/academics/student-life/
Fort Scott Community College http://www.fortscott.edu/	Fort Scott	Admissions http://www.fortscott.edu/admissions	Financial Aid http://www.fortscott.edu/FinancialAid	Campus Life http://www.fortscott.edu/CampusLife
Garden City Community College https://www.gcccks.edu/	Garden City	Admissions https://www.gcccks.edu/Admissions/default.aspx	Financial Aid https://www.gcccks.edu/Tuition_Cost/default.aspx	Student Life https://www.gcccks.edu/student_life/default.aspx
Highland Community College https://highlandcc.edu/	Highland	Admissions https://highlandcc.edu/pages/apply-now	Financial Aid https://highlandcc.edu/pages/financial-aid_4	Student Life https://highlandcc.edu/pages/student-life
Hutchinson Community College https://hutchcc.edu/	Hutchinson	Admissions https://hutchcc.edu/admissions	Financial Aid https://hutchcc.edu/financial-aid	Student Life https://www.hutchcc.edu/student-life
Independence Community College https://www.indycc.edu/	Independence	Admissions https://www.indycc.edu/admissions/index	Financial Aid https://www.indycc.edu/financial-aid/index	Student Life https://www.indycc.edu/student-life/index
Johnson County Community College https://www.jccc.edu/	Overland Park	Admissions https://www.jccc.edu/admissions/	Financial Aid https://www.jccc.edu/admissions/financial-aid/	Campus Life https://www.jccc.edu/campus-life/
Kansas City Kansas Community College https://www.kckcc.edu/	Kansas City	Admissions https://www.kckcc.edu/admissions/index.html	Financial Aid https://www.kckcc.edu/admissions/financial-aid/index.html	Student Resources https://www.kckcc.edu/student-resources/index.html
Labette Community College http://www.labette.edu/	Parsons	Admissions http://www.labette.edu/admissions/virtual-resources.html	Financial Aid and Scholarships http://www.labette.edu/financialaid/index.html	Student Life http://www.labette.edu/studentlife/
Manhattan Area Technical College https://manhattantech.edu/	Manhattan	Admissions https://manhattantech.edu/admissions	Financial Aid https://manhattantech.edu/paying-for-manhattan-tech/financial-aid	Student Resources https://manhattantech.edu/student-resources
Neosho County Community College https://www.neosho.edu/	Chanute	Admissions https://web.neosho.edu/ICS/Admissions/	Financial Aid https://www.neosho.edu/prospectivestudents/FinancialAid.aspx	About NCCC https://www.neosho.edu/Prospective-Students/Welcome-to-NCCC/About-NCCC
North Central Kansas Technical College https://ncktc.edu/	Beloit	Admissions https://ncktc.edu/admissions-process/	Financial Aid https://ncktc.edu/financial-aid/	Student Success Center https://ncktc.edu/student-success-center/

Public Community and Technical Colleges

INSTITUTION	LOCATION	ADMISSIONS	FINANCIAL AID	NEW STUDENT INFO
Northwest Kansas Technical College https://www.nwktc.edu/	Goodland	Admissions Office https://www.nwktc.edu/admissions-office	Financial Aid https://www.nwktc.edu/students/financial-aid	Student Life https://www.nwktc.edu/student-life-events
Pratt Community College http://www.prattcc.edu/	Pratt	Admissions http://prattcc.edu/Admissions	Financial Aid http://prattcc.edu/financial-information/financial-aid	Student Life http://prattcc.edu/department/student-life
Salina Area Technical College https://www.salinatech.edu/	Salina	Admissions https://fs30.formsite.com/SalinaTech/SATCApplication/index.html	Financial Aid https://www.salinatech.edu/admissions/financial-aid/	Student Services https://www.salinatech.edu/students/student-services/
Seward County Community College http://www.sccc.edu/web/mycampus/home	Liberal	Admissions https://www.sccc.edu/web/students/admissions	Financial Aid https://www.sccc.edu/web/students/financial-%20aid	Student Activities https://sccc.edu/web/students/student-%20activities
Washburn Institute of Technology https://washburntech.edu/	Topeka	Admissions https://washburntech.edu/admissions/index.html	Financial Aid and Scholarships https://washburntech.edu/admissions/financial-aid/index.html	Campus Services https://washburntech.edu/current-students/services.html
WSU Tech https://wsutech.edu/	Wichita	Admissions https://wsutech.edu/admissions/	Financial Aid https://wsutech.edu/financialaid/	Student Engagement https://wsutech.edu/student-engagement/

Independent Colleges and Universities

INSTITUTION	LOCATION	ADMISSIONS	FINANCIAL AID	NEW STUDENT INFO
Barclay College https://www.barclaycollege.edu/	Haviland	Admissions https://www.barclaycollege.edu/admissions/	Costs/Financial Aid https://www.barclaycollege.edu/admissions/campus/financial-assistance/	Student Activities https://www.barclaycollege.edu/community/campus/student-activities/
Benedictine College https://www.benedictine.edu/	Atchison	Admissions https://www.benedictine.edu/admission/index	Financial Aid https://www.benedictine.edu/admission/financial-aid/index	Student Life https://www.benedictine.edu/student-life/index
Bethany College https://www.bethanylb.edu/	Lindsborg	Admissions https://www.bethanylb.edu/admissions	Tuition and Financial Aid https://www.bethanylb.edu/admissions#tuitionfinaid	Student Life https://www.bethanylb.edu/student-life
Bethel College https://www.bethelks.edu/	Newton	Admissions https://www.bethelks.edu/admissions	Affordability https://www.bethelks.edu/affordability	Student Life https://www.bethelks.edu/student-life
Central Christian College of Kansas https://www.centralchristian.edu/	McPherson	Admissions https://www.centralchristian.edu/admissions/	Financial Aid https://www.centralchristian.edu/scholarships-tuition/financial-aid/	Campus Life https://www.centralchristian.edu/central-experience/campus-life/
Cleveland University – Kansas City https://www.cleveland.edu/	Overland Park	Admissions https://www.cleveland.edu/admissions/	Financial Aid and Scholarships https://www.cleveland.edu/admissions/financial-aid-scholarships/	Campus Life https://www.cleveland.edu/campus-life/
Donnelly College https://www.donnelly.edu/	Kansas City	Admissions https://www.donnelly.edu/admissions	Financial Aid https://www.donnelly.edu/admissions/aid	Student Services https://www.donnelly.edu/students/index
Friends University https://www.friends.edu	Wichita	Admissions https://www.friends.edu/admissions/	Costs and Financial Aid https://www.friends.edu/admissions/costs-financial-aid/	Involvement and Activities https://www.friends.edu/student-life/involvement-activities/
Hesston College https://www.hesston.edu/	Hesston	Admissions https://www.hesston.edu/admissions/apply/	Cost and Financial Aid https://www.hesston.edu/admissions/financial-aid/	Campus Activities https://www.hesston.edu/student-life/campus-activities/
Kansas Wesleyan University https://www.kwu.edu/	Salina	Undergraduate Admissions https://kwes.occk.edu/ICS/Students/Undergraduate_Admissions.jnz	Student Financial Planning https://www.kwu.edu/future-students/tuition-fees/financial-aid	Student Development https://www.kwu.edu/student-services-and-information-for/learn-more-about
Manhattan Christian College http://mccks.edu/	Manhattan	Admissions http://mccks.edu/admissions/	Financial Assistance http://mccks.edu/campus-life/paying-for-college/financial-assistance/	Campus Life http://mccks.edu/campus-life/
McPherson College https://www.mcpherson.edu/	McPherson	Admissions https://www.mcpherson.edu/admissions/	Financial Aid https://www.mcpherson.edu/admissions/financial-aid/	Clubs and Activities https://www.mcpherson.edu/experiences/get-involved/
MidAmerica Nazarene University https://www.mnu.edu/	Olathe	Undergraduate Admissions https://www.mnu.edu/undergraduate/admissions	Financial Aid https://www.mnu.edu/graduate/financial-aid	Student Success https://www.mnu.edu/graduate/admissions/student-success
Newman University https://newmanu.edu/	Wichita	Admissions https://newmanu.edu/admissions/undergraduate	Financial Aid https://newmanu.edu/admissions/financial-aid	Life at Newman https://newmanu.edu/campus-life
Ottawa University https://www.ottawa.edu/	Ottawa	Admissions https://www.ottawa.edu/apply-now	Tuition and Financial Aid https://www.ottawa.edu/professional/tuition-and-financial-aid/overview	Student Activities https://myottawa.ottawa.edu/ICS/Students/Student_Affairs/OUAZ_Student_Activities.jnz
Southwestern College https://www.sckans.edu/	Winfield	Admissions https://www.sckans.edu/admissions/	Financial Aid https://www.sckans.edu/admissions/financial-aid/	Student Life https://www.sckans.edu/student-life/
Sterling College https://www.sterling.edu/	Sterling	Admissions https://www.sterling.edu/admissions	Financial Aid https://www.sterling.edu/financial-aid	Student Life https://www.sterling.edu/student-life
Tabor College https://tabor.edu/	Hillsboro	Undergraduate Admissions https://tabor.edu/undergraduate/	Financial Aid https://tabor.edu/undergraduate/financial-aid/	Student Life https://tabor.edu/undergraduate/student-life/
University of Saint Mary https://www.stmary.edu/	Leavenworth	Admissions https://www.stmary.edu/freshman-admissions	Scholarships and Financial Aid https://www.stmary.edu/scholarships	Student Engagement https://www.stmary.edu/clubs

Exploratory Resources

Options to Consider

Need help exploring postsecondary options? Kansas has seven public universities and 26 community and technical colleges to consider.

- Public institutions online list[80]

You may also want to look into:

- Military and Veteran Resources[84]
- Private and out-of-state institutions[85]
- Go straight into the workforce.[86]

Kansas Public Higher Education and Training Program Search[87]

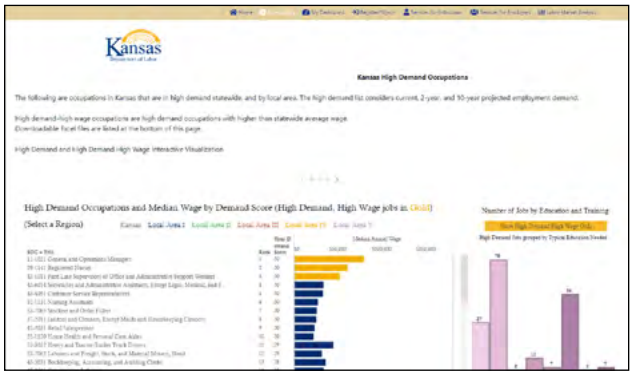


Screenshot of the KBOR Kansas Public Higher Education and Training Program Search webpage on July 28, 2021.

Quickly search program and training opportunities available from the 32 Kansas public higher education institutions via the Kansas Public Higher Education and Training Program Search Tool.

The database includes information submitted by the state's public higher education institutions, which may not include all programs offered in all locations (including online or satellite campuses). If you cannot find a specific program at an institution using this search tool, please contact the institution(s) directly to learn more abouteducational opportunities available in your area.

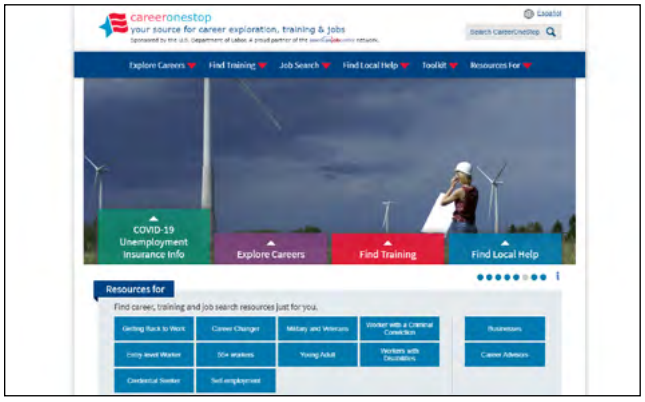
Kansas High Demand Occupations[88]



Screenshot of the KDOL Kansas High Demand Occupations webpage on July 28, 2021.

Browse occupations in the state of Kansas (or your local area within the state) that are in high demand. Information regarding required education, experience level, and median annual wage is available.

General Career Exploration



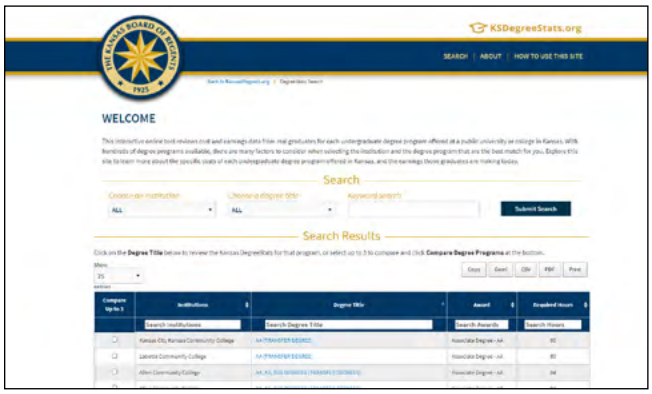
Screenshot of the CareerOneStop website on July 28, 2021.

Need help exploring career options and figuring out the education, skills, training, needed to achieve your goals? Check:

- O*NET Online[89]
- Career OneStop[90]
- GoArmy.com[91]

If you are interested in attending college, you should also contact the career services office at the institutions you are interested in attending to learn more about their, typically, free services!

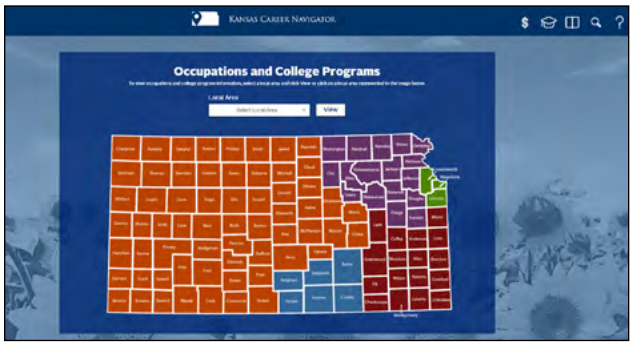
KSDegreeStats.org[92]



Screenshot of the KsDegreeStats.org website on July 28, 2021.

This interactive online tool reviews cost and earnings data from graduates for each undergraduate degree program offered at a public institution in Kansas. With hundreds of degree programs available, there are many factors to consider when selecting the institution and the degree program that are the best match for you.

Kansas Career Navigator[93]



Screenshot of the Kansas Career Navigator webpage on July 28, 2021.

Search the Occupations and College Programs tool to learn about high demand, high wage occupations near you, as well as opening forecasts, wages and more!

Check out the High School Career Pathways[94] section to explore high school and college courses plus other opportunities to gain knowledge and experience in high demand occupations.

Transfer and Credit for Prior Learning Resources

Transfer Kansas Portal CollegeCollege Credit Transfer Courses[95]



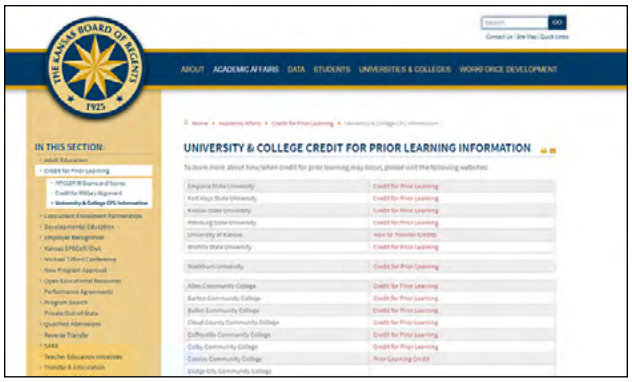
Screenshot of the KDOR Transfer Kansas Portal webpage on July 28, 2021.

The Kansas Board of Regents has approved 100-plus System Wide Transfer (SWT) courses. A student who successfully completes any of these courses at a Kansas public university, community college or technical college will be able to transfer the course to any Kansas public postsecondary institution offering an equivalent course.

View these courses[96] and see how they transfer across Kansas public institutions.

Learn more about transferring credits across Kansas public institutions.[97]

College Credit for Prior Learning[98]



Screenshot of the KDOR CPL Information webpage on July 28, 2021.

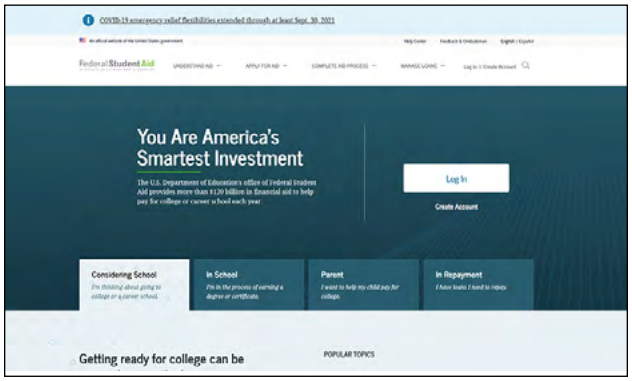
Credit for Prior Learning (CPL) refers to a process used by postsecondary institutions to award academic credit for a student's knowledge and expertise acquired through life and professional experience, as long as the student's knowledge and skills are determined to be equivalent to college-level learning.

Advanced Placement, College-Level Exam Program, International Baccalaureate, military experience are common types of CPL for which college credit is awarded at institutions.

View specific CPL information and policies for Kansas public institutions[97].

Financial Aid and Scholarships

Student Financial Aid[99]



Screenshot of the FSA website on July 28, 2021.

Student financial aid includes grants, scholarships and loans. It can be available through the federal and state government, private corporations and philanthropic organizations, to name a few. For more information on financial assistance, please contact the financial aid office at the school you wish to attend[81] or contact the Kansas Board of Regents for more information.

Resources/Programs:

- State of Kansas Scholarships and Grants 2020-2021[100] (online document)
  - Application for Specific Scholarships and Grants[101]
- Kansas State Scholarship[102]
- Federal Student Aid (FSA)[103]
- Kansas Learning Quest College Savings Program[104]
- Midwest Student Exchange Program[105]
- Financial Aid FAQ[106]

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Endnotes

1 Kansans Can School Redesign Project website, KSDE: https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/Kansans-Can-School-Redesign-Project

2 Kansas Curricular Standards for School Counseling (2015), KSDE. Online document: https://www.ksde.org/Portals/0/CSAS/Content Area (M-Z)/School Counseling/Kansas Curricular Standards for School Counseling Final Rev111015.pdf?ver=2015-11-10-102000-273

3 Social-Emotional Character Development Standards Assessment and Instruction, KSDE webpage: https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-Character-Development-Standards-Assessment-and-Instruction

4 Measuring Social-Emotional Growth Locally, KSDE (online document): https://www.ksde.org/Portals/0/CSAS/Content Area (M-Z)/School Counseling/Soc_Emot_Char_Dev/Measuring SEG Locally 010121.pdf?ver=2021-02-01-125432-263

5 ASCA Ethical and Legal Responsibilities webpage: https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities

6 ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student: https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success

7 ASCA website: https://www.schoolcounselor.org/

8 ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student: https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success

9 ASCA National Model Executive Summary for Research on the effectiveness of school counseling programs: https://www.schoolcounselor.org/effectiveness

10 ASCA. (2004). The ASCA National Model Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program.

11 American School Counselor Association (2019). ASCA School Counselor Professional Standards & Competencies. Alexandria, VA: Author.

12 Missouri Comprehensive School Counseling Program, 2017

13 Employability Skills: Measuring and Reflecting Student Learning, KSDE online document: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

14 Hatch, T., & Hartline, J. (2022). The use of data in school counseling: hatching results (and so much more) for students, programs, and the profession. Corwin.

15 Data-Informed School Counseling (ASCA Training): https://www.schoolcounselor.org/Events-Professional-Development/Professional-Development/On-Site-Training/ASCA-National-Model-RAMP-Training/Data-Informed-School-Counseling

16 Making Data Work for Student Counselors (ASCA video): https://videos.schoolcounselor.org/making-data-work

17 The School Counselor and Academic Development, ASCA webpage: https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Academic-Development

18 Graduation Requirements Task Force, KSDE webpage: https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts

19. KBOR Qualified Admissions (webpage): https://www.kansasregents.org/qualified_admissions

20. Qualified Admissions Webinar (online video): https://mediastream.ksde.org/Media/CSAS/QualifiedAdmissions.mp4

21. KBOR Kansas Scholars Curriculum (webpage): https://www.kansasregents.org/students/student_financial_aid/kansas_scholars_curriculum

22 Discover the Difference, The 2019-2020 Kansas Independent College and University Guide, KICA online document: http://www.kscolleges.org/Documents/2020%20KICA%20Web%20Guide.pdf

23. KICA website: http://www.kscolleges.org/

24 KSDE School Counseling website: https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling

25 Career Profiles The Career Planning Process, website: https://www.careerprofiles.info/the-career-planning-process.html

26. Kansas Social-Emotional and Character Development Model Standards, KSDE: https://www.ksde.org/Portals/0/

CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf
27. Kansas Career Advising Model - Advisor Guide, KSDE: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Kansas%20Career%20Advising%20Model.pdf
28. O'Net Online Skills Search: https://www.onetonline.org/skills/
29. Career InfoNet Skills Profiler: https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx/skills_list.aspx
30. ISeek Skills Assessment: https://careerwise.minnstate.edu/careers/assessmentsuite.html
31. Work Preference Inventory: https://www.careerperfect.com/services/free/work-preference/
32. California CareerZone, Interest Profiler: https://www.cacareerzone.org/ip/
33. Myers-Briggs Type Indicator (MBTI), Truity: https://www.truity.com/test/type-finder-personality-test-new
34. Advance CTE - The Career Ready Practices: https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf
35. Framework for 21st Century Learning: http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf
36 KSDE Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf
37 KSDE Recommendation to the State Board (online document): https://www.ksde.org/Portals/0/CSAS/CSAS Home/Plan_Of_Study/KSDE IPS Recommendation_final.pdf
38 KSDE IPS-Student webpage: https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Individual-Plans-of-Study-IPS-Student
39. Vision for Education in Kansas (online document): https://www.ksde.org/Portals/0/Communications/Vision/KC_Vision_for_Education_KS_pageview.pdf
40. KSDE IPS Student-Led Conference (online video): https://youtu.be/S_4ccVrLOhE
41. KSDE IPS Module (online video): https://youtu.be/DADRNbhjYqE
42 Kansas Career Advising Model Advisor Guide (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Kansas%20Career%20Advising%20Model.pdf?ver=2019-01-04-124858-667
43 Kansas Work-Based Learning - Personalized Learning Plan Guidance Document (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan%20(updated%202-2021).pdf?ver=2021-02-19-145506-330
44 Kansans Career Fields, Clusters and Pathways Infographics (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Fields%20Clusters%20and%20Pathways%20Infographic.pdf?ver=2020-05-06-183757-313
45 Kansas Career Cluster Guidance Handbook 2021-2022 (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Cluster%20Guidance%20Handbook%202021-2022%20FINAL.pdf?ver=2020-10-22-090226-863
46 Advisory Committee Guidance webpage: https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Business-Industry-Partnerships
47 Kansas Work-Based Learning Fact Sheet (online document): https://www.dol.ks.gov/documents/20121/53668/Kansas+Work-Based+Learning+Fact+Sheet.pdf/4c2a3ec4-6ea9-1d0a-acb7-ff4a601a7465?version=1.0&t=1612343427013
48 The School Counselor and Social/Emotional Development (2017), ASCA (webpage): https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Social-Emotional-Developm
49 Farrington et al., 2012; Gayl, 2017; Heckman, 2008; West et al., 2016
50 Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; What Works Clearinghouse, 2007
51 Kansans Can Competency Framework (webpage): https://ksdetasn.org/competency/kansans-can-competency-framework
52 Kansas TASN website: https://ksdetasn.org/competency
53 School Mental Health Advisory Council (webpage): https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Kansas-School-Mental-Health-Advisory-Council
54 Mental Health Intervention Team (webpage): https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Mental-Health-Intervention-Team-Program
55 School Mental Health Initiative (SMHI TASN webpage): https://www.ksdetasn.org/smhi
56 SMHI (online video): https://www.ksdetasn.org/resources/1020
57 School Mental Health: A Resource for Kansas School Communities (webpage): https://www.ksdetasn.org/smhi/school-mental-health-a-resource-for-kansas-school-communities
58 Association of Community Mental Health Centers of Kansas, Inc. (website): https://www.acmhck.org/
59 Kansas MTSS (website): http://www.kansasmtss.org/
60 Positive Behavior Intervention and Supports (PBIS website): http://www.pbis.org/
61 Association for Positive Behavior Support (website): http://www.apbs.org/
62 Midwest Symposium for Leadership in Behavior Disorders (website): http://www.mslbd.org/
63 TASN (website): http://www.ksdetasn.org/
64 Career Guide for Students with Disabilities - Maryville University (webpage): https://online.maryville.edu/blog/career-guide-for-college-students-with-disabilities/

65 Families Together, Inc. (website): http://www.familiestogetherinc.org/
66 Office of Disability and Employment Policy (website): https://www.dol.gov/agencies/odep/program-areas/individuals/youth
67 National Career Development Association (website): https://www.ncda.org/aws/NCDA/pt/sp/resources
68 National Technical Assistance Center for Transition (website): https://www.transitionta.org
69 Kansas DCF (website): http://www.dcf.ks.gov/Pages/default.aspx
70 Vocational Rehabilitation Contact Persons Map (webpage): http://www.dcf.ks.gov/services/Pages/MapVR.aspx
71 Kansas DCF Pre-Employment Transition Flyer (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/Pre-Employment%20Transition%20Services.pdf?ver=2020-05-28-133735-797
72 Kansas DCF Servicios de Transición Pre-Empleo (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/Servicios%20de%20Transicion%20Pre-Empleo.pdf?ver=2020-05-28-133840-393
73 Pre-ETS Managers Map (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/DCF%20Pre-Employment%20Transition%20Services%20Managers%20by%20Region%20011321.pdf?ver=2021-01-13-160747-677
74 Vocational Rehabilitation Services flyer (online document): https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Hidden%20File%20Links/Vocational%20Rehabilitation%20Brochure%20011321.pdf?ver=2021-01-13-160600-903
75 Individual Plan of Study: An Overview for Families: https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/927/KPIRC_IPS_-_082218.pdf
76 Growing Graduates from Cradle to Career: https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/402/Drop_Out_Prevention_final.pdf
77 KSCA website: https://www.ksca1.org/
78 KSCA Newsletter: https://asca.informz.net/informzdataservice/onlineversion/ind/bWFpbGluZ2luc3RhbmNlaWQ9MTAwMDM4Njkmc3Vic2NyaWJlcmlkPTExNTI1NzU2ODI=
79 Navigating Change: Kansas' Guide to Learning and School Safety Operations (online document): https://www.ksde.org/Portals/0/Communications/Navigating%20Change/Navigating_Change.pdf?ver=2020-07-15-183032-667
80 Navigating Change: Kansas' Guide to Learning and School Safety, Appendix F (online document): https://www.ksde.org/Portals/0/Communications/Navigating%20Change/Appendix.pdf?ver=2020-09-29-134838-600#page=39
81 KBOR Public Institutions (webpage): https://www.kansasregents.org/universities_colleges/public_institutions/public_institutions_accessible_list
82 KBOR Financial Aid Offices (webpage): https://www.kansasregents.org/students/student_financial_aid/financial_aid_offices
83 KICA Private Colleges and Universities (website): http://www.kscolleges.org/colleges-universities
84 KBOR Military and Veteran Resorces (webpage): https://www.kansasregents.org/students/military
85 KBOR Private and Out-of-State Institutions (webpage): https://www.kansasregents.org/academic_affairs/private_out_of_state/private_and_out_of_state_institutions
86 Kansasworks webpage: https://www.kansasworks.com/
87 KBOR Kansas Public Higher Education and Training Program Search (webpage): https://www.kansasregents.org/academic_affairs/program_search
88 KDOL Kansas High Demand Occupations: https://klic.dol.ks.gov/gsipub/index.asp?docid=403
89 O*NET Online (website): https://www.onetonline.org/
90 Career OneStop (website): https://www.careeronestop.org/
91 GoArmy.com (website): https://www.goarmy.com/careers-and-jobs.html
92 KBOR KsDegreeStats.org (website): https://ksdegreestats.org/program_search.jsp
93 Kansas Career Navigator (website): https://kscareernav.gov/home
94 Kansas Career Navigator High School Career Pathways (webpage): https://kscareernav.gov/education_home
95 KBOR College Credit Transfer Courses (webpage): https://www.kansasregents.org/academic_affairs/transfer-articulation
96 KBOR Transfer Kansas (website): http://transferks.kansasregents.org/
97 KBOR University and College Transfer Information (webpage): https://www.kansasregents.org/academic_affairs/transfer-articulation/institutional-transfer-information
98 KBOR Credit for Prior Learning (webpage): https://www.kansasregents.org/academic_affairs/credit_for_prior_learning
99 KBOR Student Financial Aid (webpage): https://www.kansasregents.org/students/student_financial_aid/
100 State of Kansas Scholarships and Grants 2020-2021 (online document): https://www.kansasregents.org/resources/State_Aid_Application_2020-2021.pdf
101 KBOR Application for Scholarships and Grants (webpage): https://www.kansasregents.org/students/student_financial_aid/scholarships_and_grants
102 Kansas State Scholarship (online document): https://www.kansasregents.org/resources/KSS_20-21.pdf
103 FSA (website): https://studentaid.gov/
104 Kansas Learning Quest College Savings Program (website): http://www.kansasstatetreasurer.com/prodweb/cs_main.php
105 Midwest Student Exchange Program (website): http://www.mhec.org/
106 KDOR Financial Aid FAQ (website): https://www.kansasregents.org/students/student_financial_aid/financial_aid_faq

KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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DISTRICT 9

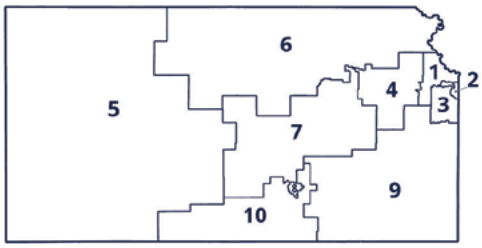


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Division of Learning Services



Dr. Brad Neuenswander

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April 27, 2021

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