# School Counseling Program HANDBOOK 2021-2022

Cabot Public Schools

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School Counseling Program
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## SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was designed and developed through a collaborative process in 2020-2021. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate, and improve their programs and services for students. The Cabot Public Schools School Counseling Team is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices, and outcomes for the students of Cabot Public Schools.

**Cabot Public Schools School Counseling Team**

| | | |
|---|---|---|
| **Central Elementary (PK-4)** | **Ward Central Elementary (PK-4)** | **Jr. High South (7-8)** |
| Amanda Davis | Jenie James | Carrie Lowery |
| **Eastside Elementary (K-4)** | Taylor Smith | Jared Walters |
| Whitney Malham | **Westside Elementary (PK-4)** | **Freshman Academy (9)** |
| **Magness Creek Elementary (PK-4)** | Jenica Swenson | Stephanie Harper |
| Courtney Gunter | **Middle School North (5-6)** | Angie Simon |
| **Mt. Springs Elementary (PK-4)** | Amanda Cross | **High School (10-12)** |
| Melanie Fox | Jerry Garland | Ryan Davenport |
| **Northside Elementary (PK-4)** | **Middle School South (5-6)** | Jeanette DeJesus |
| Haylee Loter | LeAnn Robertson | Kim Gibson |
| **Southside Elementary (K-4)** | Amy Strohmeyer | Jayne Snyder |
| Kera Gross | **Jr. High North (7-8)** | Julie Wilson |
| **Stagecoach Elementary (K-4)** | Mark Cooper | **Panther Academy (7-12)** |
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## Cabot Public Schools BELIEFS

**Vision**

The Cabot School District is committed to "Preparing Today's Students for Tomorrow's Opportunities."

**Mission**

The Cabot School District is committed to educating all students to be responsible citizens who value learning, treat others with dignity and respect, and adapt successfully to the demands of the rapidly changing society.

**Core Beliefs**

- The academic success of every student in Cabot Public Schools is the top priority of the Cabot School Board.
- Every school in Cabot Public Schools can be a high-performing organization, both academically and operationally.
- All schools can be safe learning environments where every student and adult is valued and respected.
- Education is a shared responsibility.
- Visionary leadership creates a dynamic environment.
- All CPS children have the opportunity to be academically prepared to reach their dreams.
- Effective relationships are powerful.

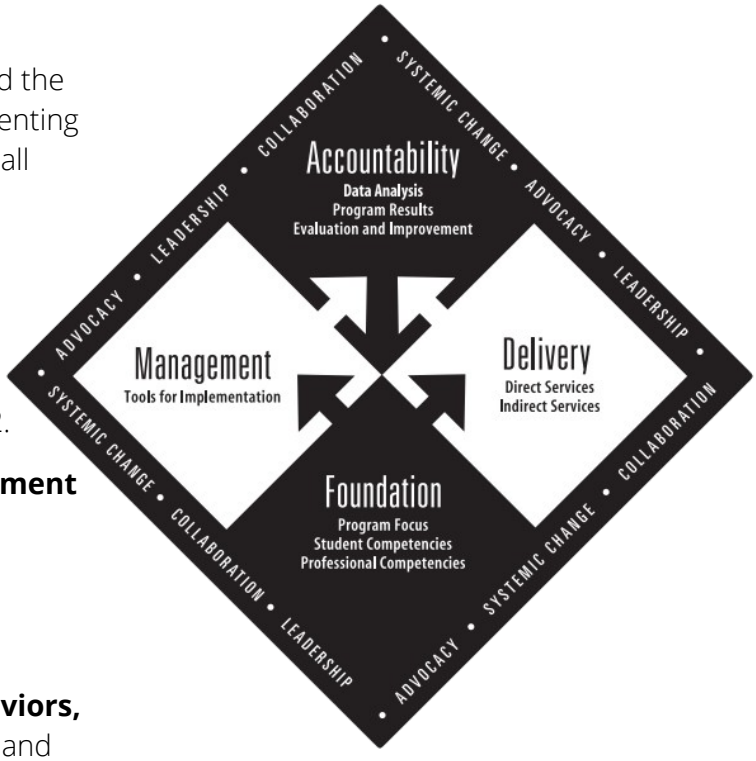
# THE SCHOOL COUNSELING PROGRAM GOALS & OBJECTIVES

## OVERVIEW

This section contains the Cabot Public Schools Goals and Objectives aligned with the ASCA National Model (2012) and Arkansas Education Code, and revised by agreement of all school counselors in June 2021.

### I. FOUNDATION

1.1 The Cabot Public Schools school counseling program is developing **belief and mission statements** that will define the purpose and the guiding principles for managing and implementing a school counseling and support system for all students.




1.2 School counseling program **goals and objectives** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

1.3 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career,** and **Social/Emotional**.

1.4 **ASCA's National Model, professional competencies, ASCA Mindsets and Behaviors, ethical standards, position statements,** and **Arkansas Act 190 of 2019** will guide the school counselors' program, practice, and professionalism within Cabot Public Schools.

### II. DELIVERY SYSTEM

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

2.2 School counseling programs and services will be provided to **educate, engage, and increase parent/family participation** in the areas of academic, college/career and social/emotional development, and decision making for all students grades K-12.

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

2.4 School counselors will meet with all students (grades 8-12) to **review a five-year graduation plan** that begins in eighth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

2.5 School counselors will conduct **conferences** with each student and, if reasonable, the parents or guardians of **students at risk**.

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

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

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

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

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

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

## III. MANAGEMENT SYSTEM

3.1 As members of the school staff, school counselors will assume **planning and management responsibilities** in the school counseling program.

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

3.3 School counseling services will **engage and encourage parent/guardian participation** concerning academic, career, and social/emotional decision-making for all students grades K-12.

3.4 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

3.5 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working parents to access counseling services both within and outside of the regular school day.

3.6 School counselors and support staff will provide information and **materials to staff** about the school counseling program and issues that impact teaching and learning.

3.7 The **assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population.

3.8 **Student-to-school counselor ratio** will meet Arkansas requirements of Act 190 of 2019.

3.9 School counselors' **use of time** will be determined in mutual agreement with site administrators in accordance with the Cabot Public Schools Counseling program goals.

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

3.11 School counseling departments at **each site will communicate** by systematically providing information to staff, families, and community regarding the school counseling program and activities, services, and support options available to students.

## IV. ACCOUNTABILITY

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

4.2 An appropriate school counselor **evaluation tool** will be developed in collaboration with the counseling department that reflects the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA Professional Standards and Competencies, ASCA Ethical Guidelines, and the Arkansas TESS evaluation for school counselors.

4.3 School counselors will **meet** at least once a year to review and update the school counseling program handbook and site school counseling program activities.

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

# I. FOUNDATION

## OVERVIEW

The Foundation component of the school counseling program serves as solid ground upon which the rest of the program is built. The foundation answers the "what" of the program and sets the stage for a strong school counseling program. It establishes school counseling as an integral component of the academic mission of the educational system. The ASCA National Model calls for three main areas of the Foundation of the program: a) *Program Focus*; b) *Student Competencies*; and c) *Professional Competencies*.

## A. PROGRAM FOCUS

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

| | |
|---|---|
| 1.1 | The Cabot Public Schools School Counseling Program **belief and mission statements** define the purpose and the guiding principles for managing and implementing a school counseling and support system for all students. |

**Mission Statement**

The vision of the Cabot School District Counseling Program is for all students to develop academically, socially, and emotionally to become resilient, contributing members of a global society.

| | |
|---|---|
| 1.2 | School counseling program **goals and objectives** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades in K-12. |

Program goals guide the delivery of the program and the development of school counseling core curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, and focus on opportunity, attainment, and achievement gaps. Program goals are aligned with the Cabot Public Schools Mission and Vision and the district goals and objectives.

**Districtwide Goal**

By May 2022, the percentage of CPS students considered academically "In Need of Support" will decrease by 7% from 37.6% (2022 students) to 30.6% (1645 students) compared to May 2021.

Supporting evidence/data: At the end of the 2021 school year, 2022 (37.6%) students were identified as academically "In Need of Support" on the Projected Proficiency Summary Report. Through intentional interventions, the percentage of students identified as academically "In Need of Support'' will decrease by 7% from 2022 students to 1645 students by May 2022.

**Reflection from 2020-2021 Goals**
As a district, different goals were created for different levels. Baseline data was not necessarily considered or documented when forming goals. Different data was considered, SMART goals were not used across the district, and different needs were addressed. Growth in effective use of data is a priority going forward.

## B. STUDENT COMPETENCIES

1.3 Three broad **domains of student development** will guide school counseling program: **Academic, College/Career,** and **Social/Emotional**.

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

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

- ASCA Mindsets and Behaviors for Student Success
- Eight Components of College and Career Readiness (NOSCA)
- Teaching Adolescents to Become Learners (University of Chicago)

## C. PROFESSIONAL COMPETENCIES

1.4 **ASCA's National Model, professional competencies, ASCA Mindsets and Behaviors, ethical standards, position statements,** and **Arkansas Act 190 of 2019** will guide the school counselors' program, practice and professionalism within Cabot Public Schools.

Professional competencies ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional competencies outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

**ASCA School Counselor Competencies** serve as a guide for school counselor self-evaluation and formulation of professional development plans.

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

**The Arkansas ACT 190 of 2019** reflects the state legislature requirements for districts' comprehensive school counseling program.

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

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

# II. DELIVERY SYSTEM

## OVERVIEW

The delivery model for program activities is focused on services and strategies provided to students. These include interactions with students and others as they seek to provide equity and access to support achievement for all students. **Arkansas Act 190 of 2019 requires school counselors spend 90% of their time in the delivery system providing both direct and indirect students services.**

Direct Services include interactions with students through:

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

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

- Consultation/Collaboration
- Referrals

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

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

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

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

The core program consists of the delivery of services that all students receive (core curriculum, individual student planning, and school-wide events). ***District core curriculum*** (e.g. School Counseling Core Curriculum) is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. ***Individual Student Planning*** includes college and career readiness and 5 year planning. ***District/school-wide activities*** for all students and families such as national awareness campaigns and parent education support this work.

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

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

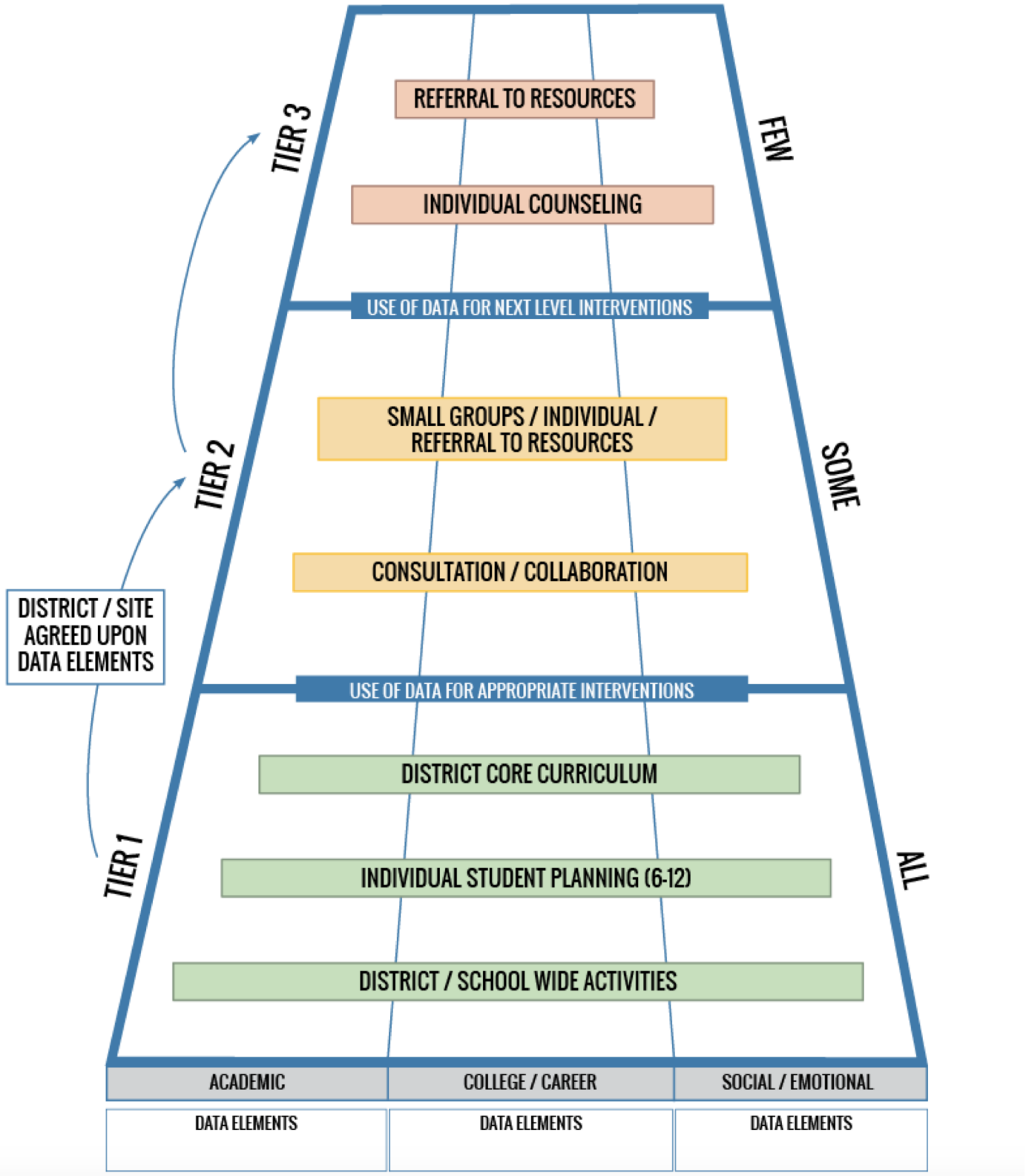
## TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

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

## MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT

**DELIVERY MODEL**

**(Direct and Indirect Services)**



## A. CORE CURRICULUM / TIER 1

| | |
|---|---|
| 2.1 | All students (K-12) will be provided age and grade appropriate planned school counseling core curriculum that promotes knowledge, attitudes, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth. |

**School Counseling Core Curriculum for ALL Students**

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

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

Core Curriculum Counseling Action Plans include:

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

**TIER 1: CORE CURRICULUM ACTION PLAN**
**ELEMENTARY SCHOOL (K-4)**

**TIER 1: CORE CURRICULUM ACTION PLAN**
**MIDDLE (5-6)**

**TIER 1: CORE CURRICULUM ACTION PLAN**
**JR. HIGH SCHOOL (7-8)**

**TIER 1: CORE CURRICULUM ACTION**
**FRESHMAN ACADEMY (9)**

**TIER 1: CORE CURRICULUM ACTION PLAN**
**HIGH SCHOOL (10-12)**

| | |
|---|---|
| 2.2 | School counseling programs and services will be provided to **educate, engage, and increase parent participation** in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12. |

**Parent/Guardian/Family Education Core Curriculum**

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

| CABOT SCHOOL DISTRICT FAMILY EDUCATION CORE CURRICULUM PLAN | | | |
|---|---|---|---|
| **GRADE LEVEL(S)** | **TOPIC** | **CONTENTS** | **DATE** |
| 9 & 10 | Orientation | Orientation meetings held for new 9th graders at CFA and 10th graders at CHS to provide information for families about expectations at each school | July and August |
| K-12 | Open House | Information for families with incoming students, tour school, meet teachers and staff | August |
| 11 & 12 | Financial Aid | FAFSA, Scholarships, Cal Grants, Student Aid Reports (SAR), and Decision making tools | October |
| K-12 | Flashlights | Counseling information and data is presented in flyer format to give stakeholders a snapshot of the counseling program | Periodically |
| K-4 | Literacy/STEM Nights | Academic strategies, games, and tips are shared with students and families | Periodically |
| 8-11 | Registration | Information provided on graduation requirements, honor graduation requirements, and career technical courses offered at high school | January |
| 8 | Incoming 9th Grade Family Night | Information for families with incoming 9th grade students including course registration, programs and resources available, and A-G requirements | February |

**School/District-Wide Events**

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

| CABOT PUBLIC SCHOOL DISTRICT-WIDE EVENTS | | | |
|---|---|---|---|
| **GRADE LEVEL(S)** | **EVENT** | **DESCRIPTION** | **DATE** |
| 9-12 | Wellness Week | Suicide prevention & overall health/wellness | Mid-September (during Suicide Prevention Week) |
| 12 | Race to Submit | FAFSA Statewide Competition | Oct 1-March 2 |
| K-12 | Unity Day | On Unity Day we come together — in schools, communities and online —to send one large ORANGE message of support, hope and unity to show that we are united against bullying and united for kindness, acceptance and inclusion. | October |
| K-4 | Red Ribbon Week | Promoting healthy choices/drug & alcohol free lifestyle.<br>Activities can include: morning announcements, dress up days (i.e. crazy socks for "sock it to drugs"), school-wide assembly, etc. | Last week of October |
| K-12 | Veteran's Day Program | Each school plans a Veteran's Day Program to engage students, teachers, and community. | November |
| K-6 | Great Kindness Challenge | Students, faculty, and families complete kind acts | Last week of January |
| K-12 | Month of the Military Child | Throughout April schools will honor and celebrate students who have been affected by a parent/guardian's military service. Will also celebrate statewide Purple Up day. | April 1-30 |
| K-4 | My Future Story Day/Week | Encouraging students to dream about what their future may hold. May include dress up day and guest speakers | May |

## B. INDIVIDUAL STUDENT PLANNING

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|---|---|
| 2.3 | School counselors will help students monitor and manage their own learning, as well as to **establish personal goals** and **future plans**. |

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

| | |
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| 2.4 | School counselors will meet with all students (grades 7-12) to **develop a five-year graduation plan** beginning in seventh grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work. |

Junior High School Counselors will work with all 8th grade students to review 5-year graduation plans prior to high school course enrollment.

High School Counselors will work with all students in grades 9-12 to review and/or revise their 5-year graduation plan to reflect high school, college, career technical, and career goals.

School counselors will meet with ALL students (during 7-12th grade(s)) to conduct annual conferences regarding their 5-year academic and post-secondary plan. Parents/guardians may request to attend the planning conferences to discuss:

- Coursework and academic progress needed for satisfactory completion of junior high or high school
- Colleges, universities, community college, private college, and military admission requirements
- Career goals and career and technical education (CTE) opportunities
- Regional occupational programs and other alternatives available to students
- Attendance & disciplinary records

A standardized electronic version of the Student Success Plan will be developed so that plans can follow students from one grade level to the next for annual review and modification. [xello.world/en/].

School counselors will review each student's transcript and academic plan once each year (typically during registration) to validate appropriate course placement.

**Individual Planning for Students At Risk**

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| 2.5 | School counselors will conduct **conferences** with each student and, if reasonable, the parents or guardians of **students at risk**. |

School counselors in grades 7-12 will conduct conferences with each student and, if reasonable, their parents/guardians who are at risk. These meetings should be documented. The following topics can help guide the conversation:

- Programs, courses, grades, college/career-readiness, and options available for students needed for satisfactory completion of junior high school
- Cumulative records and transcripts of the student
- Performance on standardized and diagnostic assessments of the student
- Remediation strategies, middle school and high school courses, and alternative education options available to the student
- Information on diverse postsecondary education options including trade schools, community college, 4-year universities, and the military
- Eligibility requirements, including coursework and test requirements, and the progress of the pupil toward satisfaction of those requirements for admission to four-year institutions of postsecondary education, including the colleges, universities, and trade schools.
- The availability of financial aid for postsecondary education
- Behavioral choices, consequences, interventions/strategies
- Referrals to school-site and outside community resources

School Counselors in (K-12) will schedule conferences and meet as needed with students, parents, and teachers regarding, but not limited to:

- Attendance
- Behavior
- Academic
- Social/Emotional
- Crisis Intervention

## C. RESPONSIVE SERVICES / TIER 2

**Targeted Interventions**

| | |
|---|---|
| 2.6 | **Targeted data-driven interventions** (intentional guidance) will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns. |

The Responsive Services component of the Cabot Public Schools Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic

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

| | |
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| 2.7 | School counselors will **respond to the academic and social/emotional needs** of students by utilizing site and district resources, as well as refer to community resources to address concerns that range from early intervention to crisis response. |

**Targeted Intervention Plans** are designed to provide more intensive services to individuals or groups of students who need academic, college/career, or social/emotional support. School counselors are part of a team that collaborates to address data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each site team will develop and implement targeted intervention plans as needed.

| | |
|---|---|
| 2.8 | **Social/emotional counseling** will be provided for the purpose of promoting the development of student academic abilities, careers and vocations, and social/emotional skills. |

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

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

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

**MENU OF RESPONSIVE SERVICES (K-4)**
**Responsive Services Provided by District and/or Site: ELEMENTARY SCHOOLS**

## ASSESSMENT SERVICES

- Outside Referrals:
  - Academic
  - Social/Emotional
  - College/Career
- Kid Talks/RTI
- Referrals
- Dyslexia Screeners
- English Language Proficiency
- Needs Assessment
- Special Education:
  - Emotional
  - Psychological
  - Intellectual
  - Speech

## INTERVENTION PROCESS

- Student Advocate
- Student Success Team (SST)-Consultant
- School Attendance Review Team (SART)
- Foster and Displaced Youth Support
- Peer Mediation
- Conflict resolution
- IEP/Section 504 Plan- Consultant
- Special Education Referral Coordinator
- Community Resources
- Mental Health Referrals (Outpatient/Inpatient)
- Academic Tutoring Referrals
- Home Visits

## DISCIPLINARY OPTIONS

- Behavioral Conference
- Post-Suspension Conference
- Behavior Support Plans Consultant
- Behavior Contracts Consultant
- Classroom Behavioral Support
- Non-Instructional Time Behavioral Support (playground, bus, hallway)

## EDUCATIONAL (SKILLS) COMPONENT

- Classroom Lessons
- Peer Mediation
- Character Education
- New Student Orientation
- Transition Supports
- Alternative Education
  - CLA

## INTEGRATED SUPPORT SERVICES

- Individual Counseling
- Small Groups
  - Study Skills
  - Organization
  - Time Management
  - Social Skills
  - Behavior
  - Attendance
- Mentoring
- Parent Education
- Crisis Intervention
- Family Crisis Support
- Conflict Resolution
- Restorative Justice
- Administrative Support
- Resources to Meet Student Needs
  - Backpack Buddies
  - Christmas Alliance
  - Supply Fee Scholarships
  - Boxes of Hope
  - Shop with a Cop

## POSITIVE ACTIVITY OPTIONS

- School Clubs
- Field trips
- College/Career Exploration
- Community Sponsored Events
- Recognition and Award Assemblies
- Motivational Programs
- Leadership Development
- School Wide Positive Character Events/Incentives
- Peer Leadership/Mentor Program
- Attendance Monitoring and Incentives
- Focus Days
  - Unity Day
  - Red Ribbon Week
  - Great Kindness Challenge
  - Purple Up Day
  - Month of the Military Child
  - My Future Story
  - Veterans Day

## MENU OF RESPONSIVE SERVICES (5-8)
## Responsive Services Provided by District and/or Site: MIDDLE SCHOOLS & JUNIOR HIGHS

### ASSESSMENT SERVICES

- Student Success Team (SST)
- Special Education: Referrals as needed
  - Emotional
  - Psychological
  - Intellectual
  - Speech
- Vision
- Hearing
- Academic
- Dyslexia Screeners
- English Language Proficiency

### INTERVENTION PROCESS

- Student Success Team (SST)
- Health Services
- School Attendance Review (SAR)
- Homeless Education
- Foster Youth Support
- Conflict Management
- Individual Education Plan (IEP)
- Section 504 Plan
- LPAC
- Alternative Education
- Outside Community Resources
- Mental Health Referrals
- Outside Referrals
- Academic Tutoring Resources

### DISCIPLINARY OPTIONS

- On Campus Interventions
- Behavioral Contracts
- Progress Monitoring
- Progress Reports
- Parent Involvement
- Detentions
- In School Suspension
- Out of School Suspension
- School Resource Officer (SRO)
- Alternative Education
- Law Enforcement
- Expulsion

### EDUCATIONAL (SKILLS) COMPONENT

- Classroom Lessons
- Conflict Management
- Alcohol, Tobacco and Other Drug Education
- New Student Support Services
- Special Education Program
- Alternative Education
  - Panther Academy
  - CLA
- Summer Extended Learning Opportunity
- Intervention Classes
- Gifted & Talented
- Pre-AP Options
- Community Organizations
- College and Career Readiness Programs/Events
- Transition Supports

### INTEGRATED SUPPORT SERVICES

- School Counseling
  - Whole Group
  - Small Group
  - Individual
- Mentoring
- Parent Education
- Health Services
- School Resource Officer (SRO)
- Crisis Intervention
- Conflict Mediation

### POSITIVE ACTIVITY OPTIONS

- Electives/Essentials
- School Clubs
- Community Sponsored Events
- Recognition and Award Assemblies
- Positive Behavior Incentives
- Motivational Programs
- Leadership Development
- Focus Days
  - Unity Day
  - Red Ribbon Week
  - Great Kindness Challenge
  - Purple Up Day
  - Month of the Military Child
  - Suicide Prevention

**MENU OF RESPONSIVE SERVICES (9-12)**
**Responsive Services Provided by District and/or Site: FRESHMAN ACADEMY & HIGH SCHOOL**

## ASSESSMENT SERVICES

- 504 Referrals
- Dyslexia Referrals
- Special Education:
  - Emotional
  - Psychological
  - Intellectual
  - Speech
- Vision
- Hearing
- Academic
- English Language Proficiency
- Outside Referrals

## INTERVENTION PROCESS

- Student Success Team (SST)
- Health Services
- School Attendance Review
- School Academic Review
- Homeless Education
- Foster Youth Support
- Conflict Management
- Individual Education Plan (IEP)
- Section 504 Plan
- Alternative Education
- Outside Community Resources
- After School Programs
- Mental Health Services
- Academic Tutoring
  - Zero Hour
  - C2G

## DISCIPLINARY OPTIONS

- Behavioral Contracts
- In School Suspension
- Out of School Suspension
- On-Campus Intervention
- Law Enforcement
- Detention
- Progress Reports
- Parent Involvement
- Alternative Learning Environment
- Community Outreach
- Expulsion
- Outside Community Resources

## EDUCATIONAL (SKILLS) COMPONENT

- Classroom Lessons
- Conflict Management
- Alcohol, Tobacco and Other Drug Education
- New Student Support Services
- Special Education Program
- Alternative Education
  - Panther Academy
  - CLA
- Summer School
- Intervention Classes
- Independent Study
- Concurrent Classes
- College and Career Center
- Career Pathways
- AP, Honors
- Career Technical Education (CTE)
- Community Organizations
- College and Career Readiness Programs/Events
- Test Strategies for High Stakes Assessments and Scholarships

## INTEGRATED SUPPORT SERVICES

- School Counseling
  - Individual
  - Small Groups
- Parent Education Center
- Parent Information Meetings
- Health Services
- Support Groups (varies by site)
- School Resource Officer (SRO)
- Crisis Intervention
- Conflict Mediation

## POSITIVE ACTIVITY OPTIONS

- Extra Curricular Activities
- Co-Curricular Activities
- School Clubs
- School Dances
- Field trips
- Community Sponsored Events
- Recognition and Award Assemblies
- Community Recognition Activities
- Leadership Development
- Visual/Performing Arts
- School Wide Positive Character Events/Incentives
- Attendance Incentives
- Renaissance Program
- Focus Days
  - Unity Day
  - Great Kindness Challenge
  - Purple Up Day
  - Month of the Military Child
  - Suicide Prevention

## D. CONSULTATION/COLLABORATION

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

**Consultation with Teachers, Staff, and Families**

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

School counselors consult with:

- Administrative Team
- Site School Counseling Team Members
- Teachers
- Parents/Families
- School Psychologist
- Special Ed Folder Holders
- Nursing Staff
- Classified Employees
- Athletic Coaches
- Program Coordinator(s) (i.e. AP, ELL, SPED, Etc.)
- School Resource Officer
- College Access Partners
- Community Agencies
- Child Welfare and Attendance
- School Counseling Interns
- Instructional Coaches/Interventionists

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

**Collaboration Through Committee Participation**

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

| COMMITTEE PARTICIPATION | K-4 | MS/JH | FA/HS | ALT |
|---|---|---|---|---|
| Academic Department Teams (Professional Learning Community) | ☑ | ☑ | ☑ | ☑ |
| English Language Learner Team | ☑ | ☑ | ☑ | ☑ |
| Individual Education Program Plans (IEP) | ☑ | ☑ | ☑ | ☑ |
| Leadership Team | ☑ | ☑ | ☑ | ☑ |
| Family and Community Engagement | ☑ | ☑ | ☑ | ☑ |
| School Health and Wellness Team | ☑ | ☑ | ☑ | ☑ |

## E. REFERRALS / TIER 3

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

**Referrals to Outside Agencies**

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

**Community Outreach/Agencies**

- District Social Worker
- Families, Inc.
- Life Strategies Counseling, Inc.
- The Pointe Behavioral Health Services
- Life Within Counseling Group
- Chenal Family Therapy
- Professional Counseling Associates
- Pinnacle Pointe Hospital
- Methodist Behavioral Hospital
- Bridgeway
- Rivendell Behavioral Health Services
- Lonoke County Safe Haven
- Wade Knox Child Advocacy Center
- Lonoke County Department of Human Services
- Community resources for clothing, food, and other financial needs

# III. MANAGEMENT SYSTEM

## OVERVIEW

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

| | |
|---|---|
| 3.1 | As members of the school staff, school counselors will assume **planning and management responsibilities** in the school counseling program. |

| | |
|---|---|
| 3.2 | School counselors and support staff will **meet regularly as Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs. |

## A. District Counselor Meetings (PLCs)

It is recommended that school counselors utilize the following guidelines for professional development:

- Monthly PLC time should be used to encourage best practices, highlight successes, challenge status quos, and address challenges.

The Director of Counseling will organize and set agendas. Suggested agendas might include the following:

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

## B. USE OF DATA / DATA TEAMS

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. School counselors and support staff will analyze student data with administration during PLCs to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs. Below are sample types of data to consider [at the elementary level] to identify, prioritize, and target student needs and measure outcomes. Also below is sample of different types of data (K-12) as categorized in three areas: standards and competencies (perception), achievement related, and achievement.

| DATA METRIC | DESCRIPTION | ELEMENTARY SCHOOL DATA (SAMPLE) |
|---|---|---|
| Process Data | *Answers the question "What did you do for whom?"* | • Number of student attendance conferences conducted<br>• Number of classroom lessons delivered<br>• Number of small groups<br>• Number of parent engagement activities |
| Perception Data | *Pre/Post Assessments of curriculum and small group interventions* | • Attitudes<br>• Knowledge<br>• Skills |
| Standards & Competency Related Data | *Mastery of ASCA Standards (Skills)* ASCA's mindsets and behaviors. For a comprehensive list see Appendix ... | • Category 1 Mindset Standards Items 1-6<br>• Category 2 Behavior Standards<br>  ○ Learning Strategies 1, 3, and 5<br>  ○ Self-Management 1-10<br>  ○ Social Skills 1-9 |
| Achievement *Related* Data | *Data correlated to academic achievement* | • Study habits (Report card)<br>• Citizenship (Report card)<br>• Office/school referrals<br>• Attendance rates<br>• Parent or guardian involvement<br>• Students involvement/engagement |
| Achievement Data | *Measures student academic progress and outcomes* | • Semester assessments<br>• MAP and ACT Aspire<br>• 3rd grade reading and math scores |
| Disaggregated Demographic Data | *Data which shows the performance of subgroups* | • Ethnicity<br>• Gender<br>• Socio-Economic Status<br>• English Language Learners<br>• Foster and Displaced Youth<br>• Grade Level<br>• Teacher |

| Types of Data to Collect and Review | | | |
|---|---|---|---|
| **DOMAIN** | **STANDARDS & COMPETENCY DATA**<br>ASCA Student Standards & Mindsets (Pre-Post/ASK) | **ACHIEVEMENT RELATED DATA**<br>Data correlated to academic achievement | **ACHIEVEMENT DATA**<br>Measures student academic progress and outcomes |
| **ELEMENTARY SCHOOL** | | | |
| Academic | • Work skills<br>• Study habits<br>• Attendance<br>• Transition to Middle School | • Study Habits (Report card)<br>• Homework completion<br>• Parent or guardian involvement<br>• CELDT/ELPAC and Reclassification rates | • Semester Assessments<br>• Benchmark Assessments<br>• API/AYP<br>• 3rd grade reading and math scores<br>• SBAC |
| Social/ Emotional | • Conflict resolution skills<br>• Character education<br>• School resources<br>• Empathy (Second Step)<br>• Problem solving | • Citizenship (Report card)<br>• Discipline referrals<br>• CHKS Data<br>• Office/School referrals<br>• Attendance rates | |
| College/ Career | • Career Assessments<br>• Career Exploration<br>• Career Interest Inventories | • % Students participating in MS school visits | • 5th graders promoting to MS<br>• 1st Q data in 6th grade |
| **MIDDLE SCHOOL/JUNIOR HIGH** | | | |
| Academic | • Middle school transition<br>• Time management<br>• Study & organizational skills<br>• 6 Yr. plan on File<br>• A-G Requirements | • CELDT/ELPAC/ Reclassification rates<br>• Homework completion | • 1st Q and 4th Q grades<br>• % Student attending summer school<br>• % Students meeting promotion requirements<br>• SBAC |
| Social/ Emotional | • % Students participating in conflict resolution<br>• Conflict mediation<br>• Communication Skills | • Parent/guardian involvement<br>• Attendance rates<br>• Discipline referrals<br>• CKHS | |
| College/ Career | • Career assessments<br>• % Students completing "CareerZone" assessment | • % Students with 5-year plan | • 6th graders meeting college readiness benchmarks |
| **HIGH SCHOOL** | | | |
| Academic | • Academic Plans on File<br>• Study Skills<br>• Time Management<br>• Transcript review<br>• Credit recovery<br>• A-G Requirements | • Course enrollment<br>• ACT/SAT completion<br>• Rigorous course enrollment (Honors, AP, IB, Cambridge)<br>• % Students AP Potential<br>• PSAT participation rate<br>• AP course enrollment | • 9th graders passing algebra<br>• % Course Failure Rate<br>• ACT/SAT Scores<br>• AP Passage Rates<br>• % Graduating college eligible<br>• International Baccalaureate test results<br>• Passage EPT/ELM |
| Social/ Emotional | • Conflict resolution<br>• Counseling resources<br>• Attendance | • CHKS<br>• Attendance<br>• Suspensions | |

| | | | |
|---|---|---|---|
| College/ Career | • % Students participating in college visits<br>• % Students demonstrating college knowledge<br>• Students completing Career Surveys<br>• A-G Knowledge | • Scholarship applications<br>• FAFSA application completion<br>• College applications completed<br>• % Dual enrollment courses<br>• % Students participants in employment/ internship/ and job shadowing<br>• FAFSA completion rates<br>• CA Dream Act App<br>• % Students who completed scholarship applications | • College enrollment following high school<br>• % Students earning college credit in high school<br>• Postsecondary enrollment, persistence, and completion rates (2-year, 4-year, industry certificate)<br>• Scholarship dollars<br>• College remediation enrollment rates<br>• College persistence<br>• Scholarship Awarded |

3.3 School counseling services will **engage and encourage parent/guardian participation** concerning academic, career, and social/emotional decision-making for all students grades K-12.

## C. PLANNING DOCUMENTS AND TOOLS

3.4 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

**Annual Agreement**

The Annual Agreement is a tool used to outline the organization and focus of the school counseling program. At the beginning of the school year, the school counselor and administrator discuss the alignment of the school counseling program goals alongside the goals of the school, and create a mutual understanding of the school counselor's specific responsibilities, use of time, caseload, and areas for professional development.

3.5 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working parents to access counseling services both within and outside of the regular school day.

**Hours of Operation**

Department hours will be determined by contract as well as hours of school and District hours of operation. Schools with College and Career Centers should make every attempt to consider hours of operation that benefit students and family needs. When completing the ASCA Annual Agreement with supervisors, school counselors are encouraged to consult their administrators and discuss the possibility of arranging flexible arrival times, lunchtimes, and afterschool times, to ensure student needs are met (See Hatch, p. 203).

3.6 School counselors and support staff will provide information and **materials to staff** about the school counseling program and issues that impact teaching and learning.

| | |
|---|---|
| 3.7 | The **assignment of students to school counselors** will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. |

| | |
|---|---|
| 3.8 | **Student-to-school counselor ratios** will follow state regulations to ensure counselors equitably address the needs of all students. |

Arkansas state law requires one counselor per 450 students, district wide.

**School Counselor Assignments (Caseload Options)**
School counselor caseloads (5-12) may be assigned according to:

- Grade Level
- Alpha Listing

| | |
|---|---|
| 3.9 | School Counselor's **use of time** will be determined in mutual agreement with site administrator in accordance with the Cabot Public Schools Counseling program goals. |

**Use of Time**
The following percentages serve as a guide when determining time spent in each of the three areas of the delivery system (ASCA National Model, 2nd Edition). The program percentages are suggested; the individual time a certain counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations. The recommendations below are provided to prioritize program and counselor activities. It is recommended that sites develop a calendar to be shared with all stakeholders that includes an overview of counseling and guidance support activities.

| Delivery System Component | Elementary School | Middle/Junior High | High School |
|---|---|---|---|
| **DIRECT & INDIRECT—80%<br>PROGRAM PLANNING—20%** | | | |
| Core Curriculum | 35-45% | 25-35% | 15-25% |
| Individual Student Planning | 5-10% | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| Program Management & Accountability | 20% | 20% | 20% |

| Type of Services | Definition | Examples | Planned Time Distribution | ASCA Recommendation |
|---|---|---|---|---|
| **Direct Services to Students** | In-person interactions between school counselors and students | School Counseling Core Curriculum: Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. | ____% | **80% or more** |
| | | Individual Student Planning: Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans. | ____% | |
| | | Responsive Services: Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response. | ____% | |
| **Indirect Services for Students** | Services provided on behalf of students as a result of the school counselor's interactions with others | Referrals: Directing students, parents, and families to school and community resources for additional assistance within the three domains. | ____% | |
| | | Consultation: Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains. | ____% | |
| | | Collaboration: Teaming, partnering, resource sharing, serving on committees and advisory boards, etc. | ____% | |
| **Program Planning and School Support** | Program management and school support services | School counseling program foundation, management, and accountability tasks | ____% | **20% or less** |
| | | "Fair Share Responsibilities": Routine responsibilities involved in running the school that all members of the school staff take equal turns doing to ensure the school's smooth operation | ____% | |
| | | **TOTAL:** | **100%** | **100%** |

### Calendars

School counselors will develop and publish a master calendar. Each spring, the school counseling team is encouraged to spend an entire day designing next year's calendar using the guideline provided in the Appendix. School counselors are encouraged to post calendars on websites and in the office to assist in communication with families, students and staff.

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

### Professional Development

Professional development is essential to keep abreast of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional development will be provided to school counselors through a

combination of district, site-based, and outside provider opportunities. During the Annual Agreement meeting the administrator and school counselor will discuss professional development needs and opportunities.

| RECOMMENDED PROFESSIONAL DEVELOPMENT TOPICS | K-4 | 5-6 | 7-8 | 9 | 10-12 | ALT |
|---|---|---|---|---|---|---|
| Student Data System Procedures | | | | | | |
| Social Emotional Programs | X | X | X | X | X | X |
| Career/Technical Pathways and Options | | X | X | X | X | X |
| Military Family Support | X | X | X | X | X | X |
| Meeting the Unique Needs of Special Education Students | | | | | | |
| Applied Suicide Intervention Skills | X | X | X | X | X | X |
| Meeting the Unique Needs of English Language Learners | | | | | | |
| Assessment and Accountability | X | X | X | X | X | X |
| Intervention Strategies (Behavioral, Social, Academic) | | | | | | |
| Solution Focused Counseling Strategies | | | | | | |
| Career Exploration Program | X | | | | X | |
| Alternative Education Options | | | X | X | X | X |
| Community Services | | | | | | |
| Crisis Intervention | | | | | | |
| Safe and Drug Free Schools | | | | | | |
| Anger Management/Restorative Justice Practice | | | | | | |
| Financial Aid/ Scholarships | | | | | X | X |
| ArkACRAO | | | | | X | |
| Transcript Analysis | | | | | | |
| PBIS | | | | | | |
| DATA (analysis, extrapolating, creating reports, interpreting, sharing) | X | X | X | X | X | X |
| District Rotation of Professional Development | | | | | | |
| Parent (engagement , strategies, curriculum) | X | X | X | X | X | X |
| Technology (social media, law/policies) | X | X | X | X | X | X |
| Ethics | X | X | X | X | X | X |
| Child Maltreatment | X | X | X | X | X | X |
| Human Trafficking | X | X | X | X | X | X |

| | | | | | | |
|---|---|---|---|---|---|---|
| Suicide Intervention/Prevention | X | X | X | X | X | X |

3.11 School counseling departments at **each site will communicate** by systematically providing information to staff, families, and community regarding the school counseling program and activities, services, and support options available to students.

**Communication Through Staff and Community Relations**
Communicating with staff, parents/guardians, businesses, civic organizations, and social services to share the programs, activities, and outcomes ensures school counselors are communicating about the needs of all students.

## D. SCHOOL COUNSELOR ROLES / POSITION STATEMENTS

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

**Discipline**
The school counselor's role in discipline is to provide a comprehensive program that includes systems of prevention and intervention as well as post-suspension follow-up. A comprehensive example is provided in the Appendix.

**504's and IEP's**
The school counselor's role is to serve as an expert team member at meetings, providing consultation, support, and assistance developing students' intervention plans. School counselors are encouraged to become well educated regarding their appropriate role when attending these meetings.

School counselors should not serve as the decision makers or in a supervisory capacity. Instead, school counselors have a responsibility to be a part of designing portions of these plans that relate to the comprehensive school counseling program. It is inappropriate for the professional school counselor to serve in supervisory or administrative roles such as:
— Making decisions regarding placement or retention
— Serving in any supervisory capacity related to the implementation of IDEA
— Serving as the LEA representative for the team writing the IEP
— Coordinating the 504 planning team
— Supervising of the implementation of the 504 plan (Hatch, 2014; p. 217; ASCA, 2010a, p. 47)

Role in Master Schedule
School counselors are vital to the master schedule process and serve as important participants on the schedule team. Master schedule building is most appropriately led by the school administrator, thus ensuring that decisions are made by the individual with the appropriate authority to lead this collaborative work. See *The Use of Data in School Counseling*, page 219 (Hatch, 2013) for references regarding the counselor's role. Working collaboratively, the central office, site administrators,

counselors, and classified personnel developed a list of master schedule building responsibilities (see Appendix).

**Appropriate and Inappropriate Activities**

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

In addition, school counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non–credentialed staff who support and assist the school counseling program.

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

| | |
|---|---|
| plan meetings, student study teams and school attendance review boards | plans, student study teams and school attendance review boards |
| Analyzing disaggregated data | Serving as a data entry clerk |

(ASCA, 2012, p 45).

# IV. ACCOUNTABILITY

## OVERVIEW

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

## A. DATA REVIEW AND PROGRAM RESULTS

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

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

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

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

## B. SCHOOL COUNSELOR PERFORMANCE EVALUATION

| | |
|---|---|
| 4.2 | An appropriate **school counselor evaluation tool** will be developed in collaboration with the counseling department that reflects the duties and responsibilities expected of |

school counselors, as defined by the ASCA National Model, ASCA Professional Standards and Competencies, ASCA Ethical Guidelines, and the Cabot Public Schools Counseling Plan.

**School Counselor Self-Appraisal and Evaluation**

School counselors should be evaluated on their performance as a school counselor. Arkansas has a specific School Counselor Rubric within TESS (Teacher Excellence Support System) for administrators to use in counselor evaluations. The Cabot School District should use this and can explore additional instruments that reflect the job performance of school counselors. A sample is provided as a self-assessment in the Appendix.

School counselors may utilize the appraisal document for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

## C. SCHOOL COUNSELING PROGRAM REVIEW

4.3 School counselors will **meet** at least once a year to **review site school counseling program** handbook and site school counseling program activities.

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

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

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

ASCA's school counselors' ethical guidelines include the following:

> A.3.b. *Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.* (ASCA, 2016)
>
> A.4.c. *Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.* (ASCA, 2016)
>
> A.13.i. *Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability*

*measures, especially examining efforts to close information, opportunity and attainment gaps.* (ASCA, 2016)

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

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

# V. APPENDIX

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**Foundation**
ASCA Mindsets & Behaviors for Student Success
8 Components of College & Career Readiness Counseling
Teaching Adolescents to Become Learners
ASCA School Counselor Competencies
ASCA Ethical Standards for School Counselors
ASCA National Standards for Student Success
ASCA Position Statements
ASCA National Model Executive Summary

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School Counseling Program Calendar Checklist
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Core Curriculum Results Report Sample
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School Counselor Performance Evaluation - TBD

# ASCA Mindsets & Behaviors for Student Success:

## K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

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

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

### Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

September 2014

### Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

### Domains

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

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

*Career Development* – Standards guiding school counseling programs to help students 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 life span.

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

### Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

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

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

a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
b. **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

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

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

**Category 1: Mindset Standards**
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

**Category 2: Behavior Standards**
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

| Learning Strategies | Self-Management Skills | Social Skills |
|---|---|---|
| 1. Demonstrate critical-thinking skills to make informed decisions | 1. Demonstrate ability to assume responsibility | 1. Use effective oral and written communication skills and listening skills |
| 2. Demonstrate creativity | 2. Demonstrate self-discipline and self-control | 2. Create positive and supportive relationships with other students |
| 3. Use time-management, organizational and study skills | 3. Demonstrate ability to work independently | 3. Create relationships with adults that support success |
| 4. Apply self-motivation and self-direction to learning | 4. Demonstrate ability to delay immediate gratification for long-term rewards | 4. Demonstrate empathy |
| 5. Apply media and technology skills | 5. Demonstrate perseverance to achieve long- and short-term goals | 5. Demonstrate ethical decision-making and social responsibility |
| 6. Set high standards of quality | 6. Demonstrate ability to overcome barriers to learning | 6. Use effective collaboration and cooperation skills |
| 7. Identify long- and short-term academic, career and social/emotional goals | 7. Demonstrate effective coping skills when faced with a problem | 7. Use leadership and teamwork skills to work effectively in diverse teams |
| 8. Actively engage in challenging coursework | 8. Demonstrate the ability to balance school, home and community activities | 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| 9. Gather evidence and consider multiple perspectives to make informed decisions | 9. Demonstrate personal safety skills | 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |
| 10. Participate in enrichment and extracurricular activities | 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities | |

## Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

## ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at *www.schoolcounselor.org/studentcompetencies*. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

## Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The College Board National Office for
School Counselor Advocacy

# Eight Components of College and Career Readiness Counseling

Equity • Leadership • Transformation

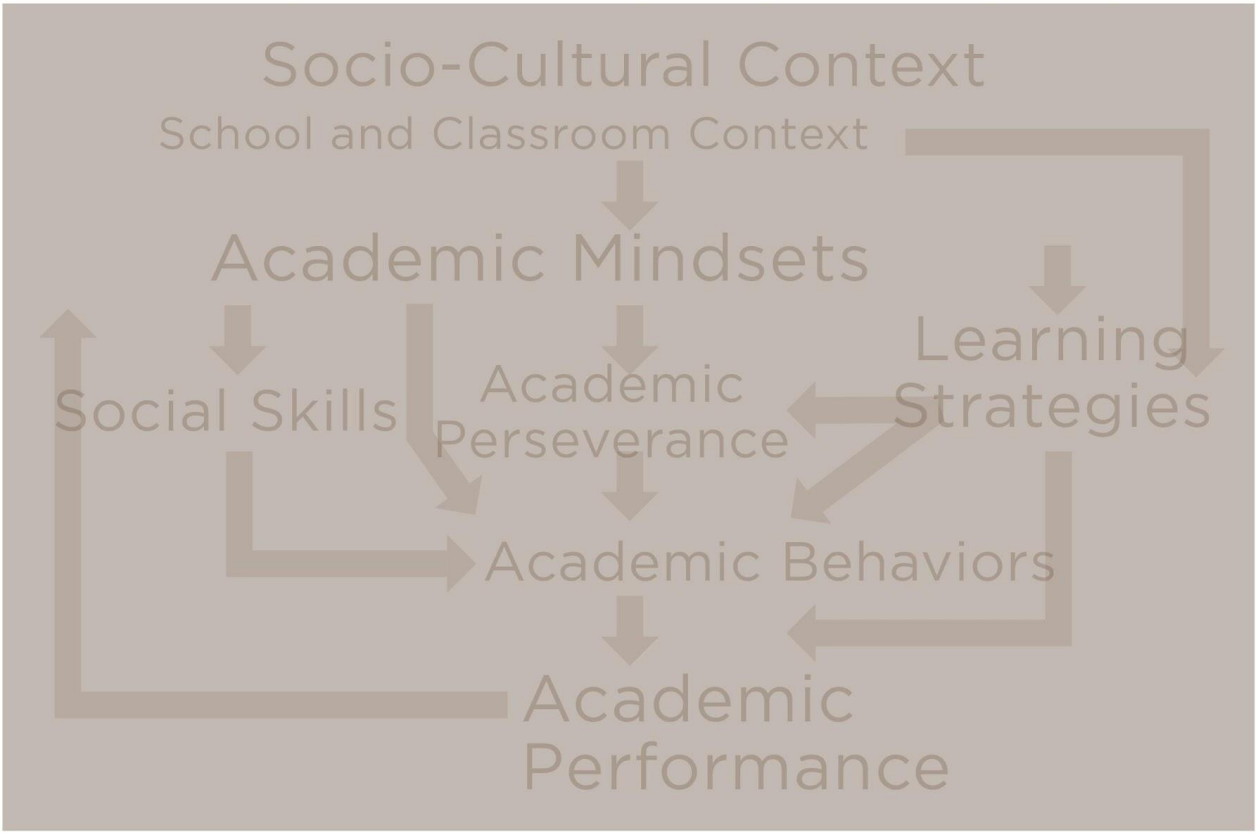
CollegeBoard
Advocacy & Policy Center

UCHICAGOCCSR
THE UNIVERSITY OF CHICAGO CONSORTIUM ON CHICAGO SCHOOL RESEARCH

LITERATURE REVIEW JUNE 2012

# Teaching Adolescents To Become Learners

## The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review




Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum

# ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with "The ASCA National Model: A Framework for School Counseling Programs (Third Edition)," the competencies can be used in a variety of ways including:

**School counselors**
- Self-assess their own competencies
- Formulate an appropriate professional development plan

**School administrators**
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

**School counselor education programs**
- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

## I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

### I-A: Knowledge

*ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:*

- ☐ I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- ☐ I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- ☐ I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap

Revised, 2012

# 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.

ASCA National Standards for Student Success

AMERICAN SCHOOL COUNSELOR ASSOCIATION

# ASCA Position Statements

WWW.SCHOOLCOUNSELOR.ORG

# Executive Summary

School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. "The ASCA National Model: A Framework for School Counseling Programs" outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

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 personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

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

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

## FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

**Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

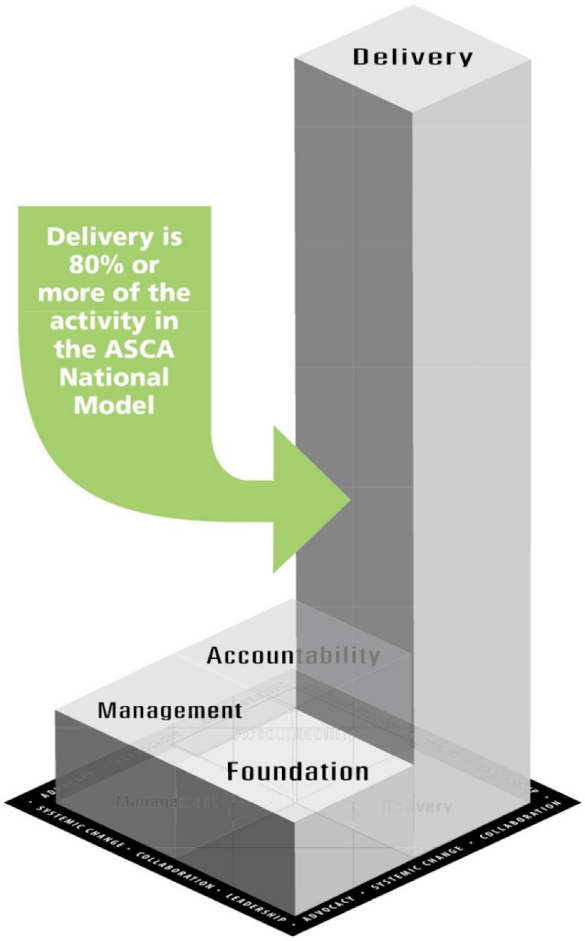
**Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

**Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

## MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent




or more of the school counselor's time to direct and indirect services with students

- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

| APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS | INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS |
|---|---|
| ■ individual student academic program planning | ■ coordinating paperwork and data entry of all new students |
| ■ interpreting cognitive, aptitude and achievement tests | ■ coordinating cognitive, aptitude and achievement testing programs |
| ■ providing counseling to students who are tardy or absent | ■ signing excuses for students who are tardy or absent |
| ■ providing counseling to students who have disciplinary problems | ■ performing disciplinary actions or assigning discipline consequences |
| ■ providing counseling to students as to appropriate school dress | ■ sending students home who are not appropriately dressed |
| ■ collaborating with teachers to present school counseling core curriculum lessons | ■ teaching classes when teachers are absent |
| ■ analyzing grade-point averages in relationship to achievement | ■ computing grade-point averages |
| ■ interpreting student records | ■ maintaining student records |
| ■ providing teachers with suggestions for effective classroom management | ■ supervising classrooms or common areas |
| ■ ensuring student records are maintained as per state and federal regulations | ■ keeping clerical records |
| ■ helping the school principal identify and resolve student issues, needs and problems | ■ assisting with duties in the principal's office |
| ■ providing individual and small-group counseling services to students | ■ providing therapy or long-term counseling in schools to address psychological disorders |
| ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards | ■ coordinating schoolwide individual education plans, student study teams and school attendance review boards |
| ■ analyzing disaggregated data | ■ serving as a data entry clerk |

- **Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

## DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

### Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered

throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

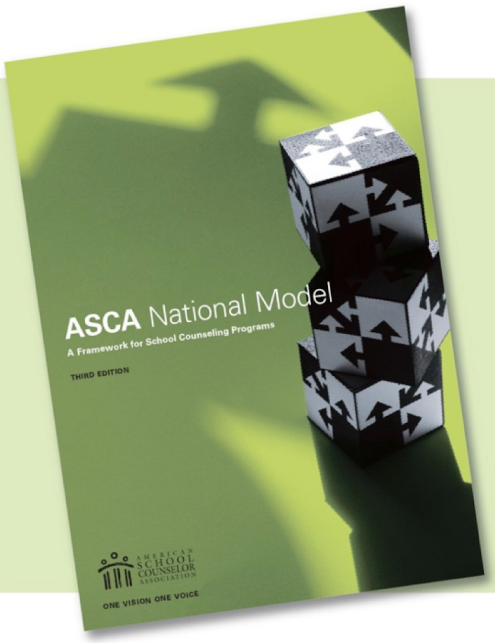
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

### Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

## ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.




### ORDERING INFORMATION

"The ASCA National Model: A Framework for School Counseling Programs (third edition)" is $34.95 for ASCA members or $44.95 for nonmembers. Bulk pricing of $29.95 is available for 10 copies or more. Order no. 289325.

**Four easy ways to order:**

Online: *www.schoolcounselor.org*
Phone: (800) 401-2404
Fax: (703) 661-1501
Mail: ASCA Publications,
P.O. Box 960, Herndon, VA 20172

AMERICAN SCHOOL COUNSELOR ASSOCIATION

1101 King St., Suite 310, Alexandria, VA 22314 ■ Phone: 703 683 ASCA ■ *www.schoolcounselor.org*

# Annual Agreement Template

School Counselor_____Year_____

**School Counseling Program Mission Statement**

_____

_____

_____

_____

_____

_____

_____

**School Counseling Program Goals**

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

| Program Goal Statements | |
|---|---|
| 1 | |
| 2 | |
| 3 | |

**Use of Time**

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

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

**Advisory Council**

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

_____

_____

_____

**Planning and Results Documents**

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

☐ Annual calendar
☐ Curriculum action plan
☐ Small-group action plan
☐ Closing-the-gap action plans
☐ Results reports (from last year's action plans)

**Professional Development**

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

_____

_____

_____

**Caseload and School Counselor's Responsibilities**

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

| | | |
|---|---|---|
| Caseload Defined by: | ☐ | Alpha: last names beginning with _____ to _____ |
| | ☐ | Grade level: students in grades: _____ |
| | ☐ | All students in building |
| | ☐ | Other: |
| School Counselor Responsibilities | **Direct Student Services** | |
| | ☐ | School Counseling Core Curriculum |
| | ☐ | Academic Advisement |
| | ☐ | Individual Student Planning |
| | ☐ | |
| | **Responsive Services** | |
| | ☐ | Individual Counseling |
| | ☐ | Small Groups |
| | ☐ | Crisis Response |
| | ☐ | |
| | **Indirect Student Services** | |
| | ☐ | Referrals to Community Agencies |
| | ☐ | |
| | **Special Programs** | |
| | ☐ | |
| | ☐ | |
| | **Other** | |
| | ☐ | |
| | ☐ | |

**Professional Collaboration and Responsibilities**
Choose all that apply.

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

**Budget Materials and Supplies** Annual budget: $_____

Materials and supplies needed:

_____

_____

**School Counselor Availability/Office Organization**
The school counseling office will be open for students/parents/teachers from _____ to_____.

My hours will be from_____to_____(if flexible scheduling is used).

The career center will be open from_____to_____

**Role and Responsibilities of Other Staff and Volunteers**

School counseling department assistant_____

Attendance assistant clerk _____

Data manager/registrar_____

Career and college center assistant _____

Other staff _____

Volunteers_____

School Counselor Signature _____

Principal Signature _____

Date _____

School Counseling Program Calendar Checklist (Hatch, p. 206)

**Figure 9.1** School Counseling Program Calendar Checklist

**Annual School Counseling Program Calendars**

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

Role in Discipline (Hatch, p. 214)

School counselors are addressing *prevention* when they

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

School counselors are addressing discipline *intervention* needs when they

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

School counselors are addressing discipline *postsuspension* needs when they

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

Role in Master Schedule (Hatch, p. 219)

**Figure 9.7** Master Schedule Building Responsibilities

***Administrator***

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

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

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

***Guidance Assistant***

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

***School Counselors***

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

## Intentional Guidance Action Plan (IGAP)

[NEEDS UPDATING in 2016/17]

| IGAP for | Service Delivery Model | Resources Needed | Projected # of Students Impacted | Evaluation Method (Perception/ Results Data) |
|---|---|---|---|---|
| Students with 3 or more Ns or Us on Citizenship on report card | (a) Identify students below proficient, (b) Recommend for appropriate intervention support, (c) ensure appropriate placement in small group setting, (d) implementation of Boys Towns curriculum | (a) Boys Town curriculum<br>(b) Report cards<br>(c) Teacher Survey Chart | Percent of students as projected by report card data-district wide | Pre and post tests, teacher survey of students tracking progress, final or next report card |
| Students Below Prof. Levels on CST | (a) Identify students below proficient, (b) Recommend for appropriate intervention support, (c) Ensure appropriate placements in regular schedule, (d) Individual or Group presentations: organization and test taking, understanding assessment results, grade improvement, (e) Review test scores during conferences, (f) Individual Parent Meetings or Workshops. | (a) Achievement data, (b) Master Schedules, (c) Handouts about test taking skills, understanding assessment test results, grade improvement, (d) Transcripts, (e) Parent information about CST's and ways to help students be successful. | Percent of students as projected by the district. | (Perception) Percentage of students: (a) who believe that CST results will provide useful information to improve student learning, (b) who know the content assessed on CST exams, (c) who can identify their barriers to learning and where and when to seek help. (Results) District Benchmark assessment results and Intervention attendance. |
| Students at Risk of Not Passing CAHSEE | (a) Individual AB 1802 conference with student and parent/ guardian when available. (b) Intervention plan developed to ensure placement in appropriate CAHSEE support classes. | Transcripts, Graduation requirements, and intervention options available to students. | Varying percentage of 10th, 11th, and 12th grade student population at-risk of not passing CAHSEE. | (Perception) Percentage of students: (a) who believe that passing the CAHSEE is important, (b) who can identify their barriers to learning, and (c) who can identify resources for academic support. (Results) (a) CAHSEE pass rates, (b) Numbers of students receiving CAHSEE support services. |
| Underperforming ELL | (a) Proper placement of students into ELD, SDAIE, and Mainstream classes, (b) Identification of students for appropriate intervention services, (c) Graduation plans developed, (d) Enrollment in AP and Honors classes encouraged, (e) Graduation, college, and career opportunity information reviewed with students. | CELDT scores, Master schedule reports, Updated list of appropriate intervention options, Criteria for reclassification. | Percent of district enrolled English Language Learners that are underperforming on CELDT, CST, CAHSEE, Grade reports, or have not meet district reclassification expectations. | (Perception) Students and parents will understand the EL program and how language development correlates to student academic success. This may be measured by the percent of students who: (a) believe that passing classes is important, and (b) can identify where and when to seek help (i.e. tutoring). |
| Students with Failing Grades or Credit Deficiencies | (a) Set up Parent/ Teacher Conference, (b) Letter/phone call hope to parent that includes referral opportunities for academic support, (c) Individual and Group counseling sessions to identify reasons for failing grades or credit deficiencies, and (d) referrals to intervention classes. | Disaggregated student achievement data (i.e. grade reports, CST results, CAHSEE results, etc.). | Site specific percentage of students earning two or more "F" marks at any of six grading periods. | (Perception) Percentage of students who: (a) believe that passing classes is important, (b) indicate they will ask for help when they need it, and (c) can identify resources for tutorial help. (Results) Grades, Assessment Data, and Homework Completion Rate. |

| | | | | |
|---|---|---|---|---|
| Students At Risk of Not Meeting A-G | (a) Identify students not on track to meet a-g requirements, (b) Develop graduation plans, (c) Review student placements and progress, (d) Target 8th grade Algebra 1 pass rates, (e) Intervention support, (f) Communications in appropriate home language, (g) Parent workshops that discuss a-g requirements, financial aid, and college application process. | UC/CSU admissions information, University outreach speakers, Parent outreach groups, College Board test fee waiver services, and Test dates, fees, and registration information. | Site specific percentage of students at-risk of not meeting A-G and other College Entrance Requirements. | (Perception) Parent and student awareness about the importance of taking college admissions tests and assessments as part of the college admissions process. (Results) Number of students taking College Admissions tests (SAT, ACT, AP, IB, etc.) |
| Increasing the Number of Low Income Students Taking Advanced Class | Counselor training that pertains to (a) assessing the disparities in access and attainment in Advanced classes, (b) providing safety nets to increase student success in rigorous courses, (c) vertical teaming at both middle and high school secondary levels, and (d) Data to measure the increase of low income students in Advanced classes. | Release time for counselors, Trainer/ Materials, Student Data | Site specific percentage of low income students with eligibility and accessibility to take advanced classes. | (Perception) (a) Belief that Advanced coursework is valuable preparation for college goals, (b) Counselor and teacher belief that Advanced classes should be open to all motivated students with college aspirations, (c) Ability of students to understand A-G requirements and Advanced Program, (d) Ability of students to demonstrate organizational and study skills. (Results) Numbers of low income students: (a) enrolled in Advanced courses, (b) completing Advanced courses with a grade of "C" or better, passing Advanced Placement/ IB Tests with a score of 3 or higher. |
| Students with Chronic Attendance Issues | (a) Support school site programs that recognize and reward perfect attendance, and (b) Counselors use the school's pyramid of interventions utilizing phone calls home, individual conferences, SART and SARB conferences. | (a) List of identified students with 10 or more unexcused absences, (b) Information about other recognition and incentive programs, and (c) CWA and outside community resources. | Percentage of students with chronic attendance issues. | (Perception) Students will understand the correlation between school attendance and academic success, and will demonstrate knowledge of state/district attendance policies and consequences. (Results) Percentage of improvement: (a) in attendance rates and (b) for students with chronic attendance issues. |
| Students with Chronic Discipline Issues | (a) Counselors will refer students to appropriate services such as peer mediation, outside counseling, or counseling groups as needed, after disciplinary action has been taken by site administrator. (b) Counselors will meet with students, parents and teachers, or other campus staff as needed to address discipline concerns. | (a) Lists of appropriate referral service providers (b) Informational handouts | Percentage of students with chronic discipline issues. | (Perception) Percentage of students who (a) believe that appropriate behaviors are important, (b) can demonstrate appropriate behaviors, and (c) have knowledge of school and district disciplinary policies. (Results) Percentage of improvement: (a) in the number of disciplinary referrals, (b) for students with chronic disciplinary issues. |

## Intentional Guidance Action Plan (IGAP)
## SAMPLE

| IGAP for | Service Delivery Model | Resources Needed | Projected # of Students Impacted | Evaluation Method (Perception/ Results Data) |
|---|---|---|---|---|
| Align and Support pathways to Postsecondary Certificates/Degrees | Counselors will have input on master schedule design to support pathways to postsecondary certificates/ degrees.<br><br>The pathways will allow CTE/ ROP objectives, A-G, and post-secondary objectives to align and support students moving forward to successful college and career choices. | Master Schedule Training<br><br>Master Schedule development supporting pathway implementation<br><br>CTE objectives and career pathways<br><br>District and School-Wide support for pathways to postsecondary Certificates/ Degrees | Percent of students who participate in CTE/ROP course programs that lead to postsecondary certificates/ degrees. | (Perception) Percent of students who believe that (a) postsecondary certificates and degrees lead to future success. (Results) (a) Increase in attendance, retention, A-G completion, graduation rates, and college going rates. Similarly, an increase in student rates for EPT/ELM college readiness. |
| Increase A-G Completion Rates | Counselors will (a) provide presentations, workshops, and individual counseling presenting A-G requirements; (b) campaign for A-G preparedness at both the middle and high school secondary levels; (c) develop and implement district-wide guidance curriculum that informs students, parents, and teachers about A-G and its connection to college and career readiness.<br><br>Counselors will (a) generate six-year plans that addresses A-G preparedness, (b) refer students to tutoring and other academic support services as necessary and available, (c) meet with students to discuss academic progress, (d) notify parent when student is failing to meet A-G, (e) empower parent/guardian to review academic progress via AERIES online, (f) encourage parent-teacher-student conferences and communication.<br><br>Increase involvement with programs that support college/ career development: self-awareness, career search, decision-making, goal setting, planning and placement. | District and Administrative support allowing for A-G curriculum and counseling during the school day. | Percent of students who begin an A-G approved course plan and have identified in their six year plan an interest in attending a college or university postsecondary program. | (Perception) Percent of students who understand the relationship between A-G and college admissions.<br><br>Percent of students who believe A-G completion will lead to postsecondary preparedness.<br><br>(Data) Percent of students who graduate with all A-G requirements completed.<br><br>Percent of students who begin a postsecondary college/ university program and take the appropriate freshman level course(s) for English and Mathematics. |

High School Counselors Curriculum Agreement (Sample)

| HIGH SCHOOL COUNSELORS [DRAFT] CURRICULUM AGREEMENT – Created Jan. 14, 2016<br>CORE CURRICULUM Aligned with NOSCA 8 | | | | |
|---|---|---|---|---|
| | **9th** | **10th** | **11th** | **12th** |
| **Career Exploration** | Career Interest Inventory Assessment (4, 5) | Career Exploration/ Research Careers (4, 5) | Career & College Research (4) | Career & College Selection (4, 5) |
| | Skill vs. Ability Assessment (4, 5) | | | |
| | Learning Styles Assessment (5) | | | |
| **Social/ Emotional** | Anti bullying (3) | Managing stress, anxiety and other stressors (3) | Anxiety (3) | Coping skills for adult world (8) |
| | Respect for peers (3) | Conflict management (3) | | Anxiety (3) |
| | Conflict resolution (3) | | | |
| | Counseling resources (3) | | | |
| **Academic Success** | Study skills (2, 3) | Attendance/grades/transcripts (2) | Grad requirements (2) | Grad requirements (2) |
| | Time management (2, 3) | Grad requirements (2) | Pre registration course selection (2) | |
| | Tutoring services (3) | Pre registration course selection (2) | Intervention resources (3) | Intervention resources (3) |
| | Grad requirements (2) | Intervention resources (3) | Tutoring services (3) | Tutoring services (3) |
| | Extra curricular activities (3) | Tutoring services (3) | Modify 4 year plan (2) | |
| | Intervention resources (3) | Modify 4 year plan (2) | Options for credit recovery (2) | Options for credit recovery (2) |
| | Pre registration course selection (2) | Extra curricular activities (3) | | |
| | 4 year plan (2) | | | |
| **Postsec. Planning** | Postsecondary options (8) | Postsecondary options (8) | Postsecondary options (8) | Post-Secondary options (8) |
| | A-G (2, 7) | A-G (2, 7) | A-G (2, 7) | A-G (2, 7) |
| | College Assessments (5) | College Assessments (5) | College Assessments (5) | College Assessments (5) |
| | College Aspirations (1) | College Affordability (6) | College Affordability (6) | College Affordability (6) |
| | College Affordability (6) | Scholarships (6, 8) | Scholarships (6, 8) | Scholarships (6, 8) |
| | Scholarships (6, 8) | | Testing (5, 7) | FAFSA/Dream Act (6, 8) |
| | | | Application Process Deadlines (5, 7) | Applying to College (7) |

The Eight Components of College and Career Readiness Counseling

1. College Aspirations
2. Academic Planning for College/Career Readiness
3. Enrichment Extracurricular Engagement
4. College/Career Exploration/Selection Processes
5. College/Career Assessments
6. College Affordability Planning
7. College and Career Admission Processes
8. Transition from High School Graduation to College Enrollment

**The Eight Components of College and Career Readiness Counseling** development by the National Office of School Counselor Advocacy provide a systemic approach for school counselors to implement, across grades K–12 — elementary through high school and beyond, to ensure equity both in process and results.

**1. College Aspirations**
Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate support, building social capital and conveying the conviction that all students can succeed in college.

**2. Academic Planning for College and Career Readiness**
Goal: Advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

**3. Enrichment and Extracurricular Engagement**
Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

**4. College and Career Exploration and Selection Processes**
Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

**5. College and Career Assessments**
Goal: Promote preparation, participation and performance in college and career assessments by all students.

**6. College Affordability Planning**
Goal: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

**7. College and Career Admission Processes**
Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

**8. Transition from High School Graduation to College Enrollment**

Goal: Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

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

## _____ CORE CURRICULUM RESULTS REPORT 20XX-20XX

| **Grade Level** | **Lesson Content** | **Curriculum and Materials** | **Number of Guidance Lessons delivered in what class or subject** (or intervention provided) | **Start Date End Date** | **Process Data:** (Number of students impacted) | **Perception Data:** Pre and Post Test or Activity or Student Data (What they learned, believe, think or can demonstrate) | **Results Data:** How did students' behavior change because of the lesson? (Improved behavior, attendance or achievement) | **Limitations/ Implications/ Recommendations** (So what does the data tell you?) |
|---|---|---|---|---|---|---|---|---|
| What grade level(s) did you service? | What was the content of your guidance lesson?<br><br>Describe the topics covered | What materials did you use?<br><br>Were they pre-packaged or counselor generated? | When was the curriculum or intervention delivered?<br><br>Where was lesson held? In classrooms or lecture hall?<br><br>How many lessons were delivered? | When did you begin and end the lesson? | How many students received the lessons? | Results of Pre-Test / Post-Test (Pick a few relevant samples and attach the rest of the results to the report)<br><br><u>Attitude:</u><br>Prior to guidance curriculum ___% believed XYZ<br><br>Afterwards ___% indicated they believe XYZ<br><br><u>Skills:</u><br>Prior to guidance lesson ___% demonstrated XYZ<br><br>After the guidance lesson ___% demonstrated XYZ<br><br><u>Knowledge:</u><br>Prior to guidance lesson ___% knew XYZ<br><br>After the guidance lesson ___% know XYZ | Achievement-Related Data<br><br>Report any achievement-related data you collected or are monitoring for improvement (this will vary depending on activity)<br><br>e.g.<br>Homework rates?<br>Attendance?<br>Discipline? etc.<br><br>Achievement Data<br><br>Report any academic achievement data you collected or are monitoring for improvement (this will vary depending on activity)<br><br>e.g.<br>GPA<br>Graduation rates<br>Test scores<br>Graduation rates<br>Passing classes<br>At or above grade level on achievement test, etc. | What worked?<br><br>What didn't?<br><br>What will you do differently next time?<br><br>Were there limitations to your results?<br><br>What recommendations do you have for improvement? |

## _____ INTENTIONAL GUIDANCE (TARGETED INTERVENTION) RESULTS REPORT 20XX-20XX

| **Grade Level** | **Target group/ criteria based on…** | **What intervention activities did you perform?** Did you survey the at-risk group for barriers to learning? Group Counseling? | **Materials or Curriculum Used** | **Start Date End Date** | **Process Data:** (Number of students impacted) | **Perception Data:** Pre / Post Test or Activity or Student Data (What they learned, believe, think or can demonstrate) | **Results Data: How did students' behavior change because of the lesson?** (Improved behavior, attendance or achievement) | **Limitations/ Implications/ Recommendations** (So what does the data tell you?) |
|---|---|---|---|---|---|---|---|---|
| What grade level(s) did you service? | What was the target group you selected for this intentional guidance?<br><br>What were the specific data criteria you used to select this target group? | Include information gathered from needs survey (if you did one)<br><br>What did the survey reveal students needed?<br><br>Did you send parent letters home?<br><br>Did you refer to other services or resources for intervention?<br><br>Did you hold weekly group session?<br><br>List everything you did to provide this intervention (remember this is the recipe part that will help others understand what you did so they can learn from it and replicate it) | Include the name of the specific curriculum if used (Why Try) | When did you begin and end the interven-tion? | How many students qualified to receive the interven-tion?<br><br>How many actually received it? | Results of Post-test vs. Pre-test (Pick a few samples and perhaps attach the rest of the results)<br><br><u>Attitude:</u><br>Prior to the intervention ___% believed _XYZ__<br><br>After the intervention ___% indicated they believe XYZ<br><br><u>Skills:</u><br>Prior to intervention ___% demonstrated XYZ<br><br>After the intervention ___% demonstrated XYZ<br><br><u>Knowledge:</u><br>Prior to the intervention ___% knew XYZ<br><br>After the intervention ___% know XYZ | Achievement related Data<br><br>Report any achievement-rela ted data you collected or are monitoring for improvement (this will vary depending on activity)<br><br>e.g.<br>Homework rates?<br>Attendance?<br>Behavior?<br>Discipline? etc.<br><br>Achievement Data<br><br>Report any academic achievement data you collected or are monitoring for improvement (this will vary depending on activity)<br><br>e.g.<br>GPA<br>Graduation rates<br>Test scores<br>Graduation rates<br>Passing classes<br>At or above grade level on achievement test | What worked?<br><br>What didn't?<br><br>What will you do differently next time?<br><br>Were there limitations to your results?<br><br>What recommendations do you have for improvement? |

# School Counselor Self-Performance Appraisal

School Counselor _____
Evaluator _____
Position _____
Date _____

*1=Basic, 2=Proficient, 3=Advanced*

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

| | |
|---|---|
| **Observations and comments:** | |
| | |
| **3. Major Function: Accountability** | |
| 3.1 Identifies and analyzes school data to inform the school counseling program and measure program results. | |
| 3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data. | |
| 3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement. | |
| 3.4 Monitors student academic performance, attendance and behavioral data to inform school counseling program goals. | |
| 3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly. | |
| 3.6 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness. | |
| 3.7 Shares school counseling program results data with relevant stakeholders. | |
| **Observations and comments:** | |
| | |
| **Total Score** | |
| **Average Score** | |
| Comments by Mentor: | |
| Comments by School Counselor: | |

# NOTES