



2022-2023 Academic Year

## K-12 COMPREHENSIVE SCHOOL COUNSELING PLAN

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## School Counseling Department

Berlin Elementary School Counselor	Berlin Middle/High School Counselors
Mrs. Ryan Steller (K-5)	Mrs. Rachel Harrison (6-12, last names A-I) Ms. Caroline Testa (6-12, last names J-Z)

### Vision Statement

All Berlin Central School District students will graduate with an excellent education and experiences that prepare them to become productive members of society. Our students will be ready to assume responsibility for their own success in the workforce, college, the community and life.

### Mission Statement

The mission of the Berlin Central School District is to maximize the diverse talents and aspirations of its students. Our students will be prepared to assume responsibility for their own success in the workforce, college, the community and life.

*We will accomplish this Mission by:*

- ❖ Encouraging the love of learning as a life-long process.
- ❖ Creating a secure and supportive environment which promotes the intellectual, emotional, and physical well-being of all members of the school community.
- ❖ Providing challenging curricula, in quality facilities, by well trained staff interested in the welfare of all students.
- ❖ Fostering the development of critical thinking, problem solving, creativity, and intelligent decision making.
- ❖ Coordinating efforts among members of the school, family and community to foster high expectations.
- ❖ Providing our students with experiences that enable them to make ethical choices and to function in our ever-changing global and technological society.
- ❖ Developing student ability to live as responsible and contributing members of a democratic society.

### Mountaineer Motto

*Our priority is an exemplary education for each and every Mountaineer student.*

## K-12 ASCA Comprehensive School Counseling Overview

The American School Counselors Association (ASCA) lays out a framework for school counselors that demonstrates the development, implementation, and evaluation of school counseling programs to follow. The framework 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.
- ❖ Management → School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.
- ❖ Delivery → School counselors provide services to students, parents, school staff and the community in the following areas:
  - Direct Student Services
    - *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 establishing personal goals and developing future plans.*
    - *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 Student Services: These 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 → 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.

# K-12 COMPREHENSIVE COUNSELING PLAN

BERLIN CENTRAL SCHOOL DISTRICT  
Berlin, NY

**Berlin Central School District - Comprehensive Counseling Plan 2020-2021**

Grade Level	Service Content Area	Description	Frequency	Projected Start/ Projected End	How Service is Accessed	Mindset & Behavior Standards	Person Responsible
<b>K-5</b>	504 Case Management	Working with families and other team members to meet and monitor student needs for accommodations and related services	Ongoing	September-June	504 Committee	B-LS 3 B-SMS 1, 6, 7, 10, B-SS 3, 8	School Counselor School Psychologist
	CSE/504 Meetings	Providing information and recommendations for student counseling needs	1 per student receiving CSE counseling/504 case management	September-June	CSE/504 Committee	M5, B-LS 3, B-LS 4, B-LS 7, B-SMS 1	CSE Committee/504 Coordinator
	Child Study Team	Collaborate with administrator to discuss student concerns and develop intervention plans	2 X monthly	September-June	Referred by staff, parent	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 5, 6 B-SS 1, 6, 8	Counseling and Administrative Staff
	RtI Meetings	Collaborate with staff to plan supports and interventions to support student success	1x/week	September - June	Teacher or parent referral	M1, M2, M5, M6	RtI Coordinator
	Character Education	Collaborate with staff to develop and provide character education to all BES students	1x/month	September - June	Building-wide	M1, M2, M3, M5, M6 B-SS 1,2,3,4,5,6,7,8,9 B-SMS 1,2,3,4,5,6,7,8,9, 10	Principal
	Social Emotional Learning	Deliver classroom lessons using Second Step, a social emotional curriculum	1 lesson/month for each classroom	September - June	School Counselor	M 1, 2, 3, 6 B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9 B-SMS 1,2,7	School Counselor
	Individual Counseling	Social-Emotional & Academic counseling	As needed/per IEP recommendations	September-June	Staff or parent referral/per IEP	M1, M5, B-LS 3, B-LS 4, B-LS 7, B-SMS 1	School Counselor School Psychologist
	Group Counseling	Social-Emotional & Academic counseling	As needed/per IEP recommendations	September - June	Staff or parent referral/per IEP	M2, M3, M6 B-LS 1 B-SMS 2, B-SMS 7, B-SS 7, B-SS 2, B-SS 3, B-SS 4, B-SS	School Counselor School Psychologist

						6, B-SS 7	
	Crisis Counseling	Addressing an immediate concern of an individual student or group	As needed	September-June	Staff, parent, or self-referral	B-SMS 2, B-SMS 7, B-SMS 9, M1, M3, M5, M6, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 9	School Counselor School Psychologist
	Family consultation and referrals	Communicate with families regarding student and family concerns, provide additional information about community resources as needed	As needed	September - June	Parent referral	M2, M3, M5, B-LS 3, B-SS 3,, B- LS 9, B-SMS 5	School Counselor School Psychologist Teachers Principal
	Staff consultation	Communicate and collaborate with staff regarding student concerns, provide resources and direct support as needed	As needed	September-June	Staff-initiated, check-ins with staff	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	School Counselor School Psychologist
	Attendance Monitoring	Monitor student attendance and provide supports and resources to families and students to encourage school attendance	As needed	September - June	Building-wide, staff referral, parent outreach	M1, M2, M3, M5, M6	School Counselor School Psychologist Principal
	Suicide Prevention Committee	To train faculty, staff, students and community members on how to recognize warning signs of suicide and what to do when they see those signs. To collaborate on and review student suicide assessments. To better plan and protect our student population from the risks of suicide.	1 X monthly	September-June	Building-wide, staff, parent, or self-referral for suicide assessments	M 2, M 3 B-LS 4, 7, 10 B-SMS 1, 2, 6, 9, 10 B-SS 1, 2, 3, 8	Counseling Staff
<b>Grade Level</b>	<b>Service Content Area</b>	<b>Description</b>	<b>Frequency</b>	<b>Projected Start/ Projected End</b>	<b>How Service is Accessed</b>	<b>Mindset &amp; Behavior Standards</b>	<b>Person Responsible</b>
	Lunch Bunch	Engage students with peers and enhance social-emotional	1 per student	September-December	School Counselors	M2, M3, M6 B-LS 1 B-SMS 2, B-SMS 7, B-SS	School Counselors

6		learning.				7, B-SS 2, B-SS 3, B-SS 4, B-SS 6, B-SS 7	
	Social Skills & Organization Group	Enhance organization and social skills in small groups.	5	December-February	Teacher & parent referral	M2, M3, M5, M6, B-LS 3, B-LS 9, B-SMS 7, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 6, B-SS 7, B-SS 9	School Counselors
	Substance Use Prevention Curriculum	Too Good for Drugs	10	September-June	In classrooms	M1, M2, M3 M5	Student Assistance Counselor
	Bullying Intervention Meetings	Formulate and develop best practices for bullying prevention.	2 X monthly	September-June	Counseling staff and 6th Grade team	M3, B-LS 1, B-LS 9, B-SMS 1, B-SS 8, B-SS 3, B-SS 9	6th Grade Team and Counseling Staff
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6	Team & School Counselors
	Response to Intervention Meetings	Discuss and identify students that need additional academic support.	2 X monthly	September-June	Teacher or parent referral	M1, M2, M5, M6	Grade Level Teachers, RTI Coordinator, School Counselors
	6th Grade Orientation	Opportunity for incoming 6th graders to engage in team building activities, meet their new teachers, and become comfortable with their new school for the upcoming school year.	1	August	Grade wide	M2, M3, M5, M6, B-LS 3, B-LS 9, B-SMS 7, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 6, B-SS 7, B-SS 9	6th Grade Team, WEB Leaders, School Counselors
7	Substance Use Prevention Curriculum	Too Good for Drugs	10	September-June	In classrooms	M1, M2, M3, B-LS 1, B-LS 4,	Student Assistance Counselor
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	Grade Level Team & School Counselors
	Response to Intervention Meetings	Discuss and identify students that need	2 X monthly	September-June	Teacher or parent referral	M1, M2, M5, M6	Team, School Counselors, & RTI



		additional academic support.					Coordinator
8	Substance Use Prevention Curriculum	Too Good for Drugs	10	September-June	In classrooms	M1, M2, M3, B-LS 1, B-LS 4,	Student Assistance Counselor
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	Grade Level Team & School Counselors
	Response to Intervention Meetings	Discuss and identify students that need additional academic support.	2 X monthly	September-June	Teacher or parent referral	M1, M2, M5, M6	Team, School Counselors, & RTI Coordinator
<b>Grade Level</b>	<b>Service Content Area</b>	<b>Description</b>	<b>Frequency</b>	<b>Projected Start/Projected End</b>	<b>How Service is Accessed</b>	<b>Mindset &amp; Behavior Standards</b>	<b>Person Responsible</b>
9	Substance Abuse Prevention and Early Intervention Program	Project Success	6	February-March	In classroom	M1, M2, M3, B-LS 1, B-LS 4	Student Assistance Counselor
	Goal & Career Exploration	Develop resumes, research and explore career interests	1	April-May	Grade wide	M1, M2, M4, B-LS 7, B-SMS 3, B-SS1, B-SS 9	School Counselors
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	Grade Level Team & School Counselors
	Response to Intervention Meetings	Discuss and identify students that need additional academic support.	2 X monthly	September-June	Teacher or parent referral	M1, M2, M5, M6	Team, School Counselors, & RTI Coordinator
10	Goal & Career Exploration	Develop resumes, research and explore career interests.	1	April-May	Grade wide	M1, M2, M4, B-LS 7, B-SMS 3, B-SS1, B-SS 9	School Counselors
	PSAT Administration and Proctoring	Administer and proctor PSAT Exams.	1	October (January 2021)	Registered students	BSS-6	School Counselors
	PSAT Score Review Groups	Discuss/examine score reports and navigate through the College Board website to involve students in	1	December	Registered students	M4, B-LS 4, B-LS 7	School Counselors

		post-secondary processes.					
	CTE Visit & Intakes	Engage students with post-secondary career interests and goals.	1	February	Interested students self-refer	M1, M3, M4, B-LS 7 B-LS 9 B-SS 9	School Counselors
11	Junior Parent Night	Present information to students and parents about graduation pathways/requirements, college application process, workforce, and other post-secondary options.	1	February	Grade wide	B-LS 7 B-LS 9 M 4	School Counselors
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	Grade Level Team & School Counselors
	PSAT Score Review Groups	Discuss/examine score reports and navigate through the College Board website to involve students in post-secondary processes.	1	December	Registered students	M4, B-LS 4, B-LS 7	School Counselors
	Junior Planning Meeting	Academic advisement, goal setting, and post-secondary career planning.	1 per student	January-March	Grade wide	B-LS 4 B-LS 7 B-LS 10 B-SMS 4 B-SMS 8 B-SMS 5 M4	School Counselors
	ASVAB Test and Score Review	Career exploration and interest inventories as related to student ASVAB scores and resources on the ASVAB webpage.	1 per student	March	Grade wide	M4, B-LS 4, B-LS 7	School Counselors
	New Visions Student Application Process	Engage students with post-secondary career interests and goals.	1	December-February	Interested students self-refer	M1, M3, M4, B-LS 7, B-LS 9, B-SS 9	School Counselors
	AP Exam Administration & Proctoring	Administer and proctor AP exams.	1	May	Interested students self-refer	M4, B-LS 4, B-LS 7	School Counselors
	Senior Planning	Discuss college and	1 per student	September-October	Grade wide	B-LS 4	School Counselors

12	Meeting	career preparation, end of the year goals, and graduation requirements.				B-LS 6 B-LS 7 B-LS 8 B-LS 10 M 4, M 5, M 6 B-SMS 5, B-SMS 8, B-SS 3, B-SS 8, B-SS 9	
	College Application Process	To provide senior students with year long guidance and supervision in the college application process	As needed	September-June	Grade wide, interested students	M 1-6 B-LS 5, 7, 9 B-SMS 1, 5, 8, 10	School Counselors
	Financial Aid Information Night	Support college bound students with financial aid information.	1	October	Grade wide	B-LS 7 B-LS 9 M 4	School Counselors
	FASFA Night	Support students in completing FASFA.	1	November	Grade wide	B-LS 4 B-LS 9 M 4 B-SS 8	School Counselors
	Grade-Level Team Meetings	Track progress and discuss academic/social-emotional concerns with grade level teams.	1 X weekly	September-June	Building wide	M1, M2, M3, M5, M6 B-LS 3, B-LS 9, B-SMS 6, B-SMS 8	Grade Level Team & School Counselors
	Instant Admissions Day	Opportunity to apply and interview with a HVCC admissions counselor and get admitted to a program of choice.	1	November	Grade wide	B-LS 7 B-LS 7 B-LS 9 M 4 M 6 B-SS 9	School Counselor and College Admissions Counselors
	Scholarship Process	To help students research potential scholarship opportunities, and make them aware of opportunities when they become available. To help students complete scholarship applications when needed.	As Needed	September-June	Grade wide	M 1-6 B-LS 5, 7, 9 B-SMS 1, 5, 8, 10	School Counselors
	AP Exam Administration & Proctoring	Administer and proctor AP exams.	1	May	Interested students self-refer	B-SS 6	School Counselors

	Senior Breakfast	To celebrate the accomplishments of the senior class, acknowledge the short time remaining until graduation and honor the top ten academically ranked students.	1	March	Grade wide	M 1, M 3, M 4 M 6, B-LS 10, B-SS 2, B-SS 3, B-SS 9	Administration Staff & School Counselors
	Recommendation Letters	Gathering student information and accomplishments to create a letter that supports students in achieving post-secondary goals.	As needed	All year	Interested students self-refer	M5, B-LS 6, B-LS 7, B-LS 8	School Counselors
	College and Military Representative Visits	Coordinate Visit dates and times with Military recruiters and make that information available to students	1 x monthly	September-June	Grade wide, Interested students self-refer	M2, M3, M5 B-LS 3, B-LS 4	School Counselors
	Senior Exit Survey	Distributing, collecting and assessing post-secondary plans from students.	1	May	Grade wide	M1, M3, B-SS 1, B-SS 3 B-SS 5	School Counselors
<b>Grade Level</b>	<b>Service Content Area</b>	<b>Description</b>	<b>Frequency</b>	<b>Projected Start/Projected End</b>	<b>How Service is Accessed</b>	<b>Mindset &amp; Behavior Standards</b>	<b>Person Responsible</b>
<b>6-12</b>	504 Case Management	Students with 504 plans and their parents will receive updated information on yearly progress made and plans for the following school year.	Ongoing	Throughout the Year	Building wide	B-LS 3 B-SMS 1, 6, 7, 10, B-SS 3, 8	School Counselors
	CSE/504 Meetings	Counseling and collaborating with students to practice self-advocacy and address their needs.	1 per student	September-June	Building wide	M5, B-LS 3, B-LS 4, B-LS 7, B-SMS 1	CSE Committee
	Child Study Team	Collaborate with staff to discuss student concerns and develop intervention plans.	2 X monthly	September-June	Building wide	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 5, 6 B-SS 1, 6, 8	Counseling and Administrative Staff
	Distance Learning	To offer courses to	Throughout the Year	September-June	Building wide	M 1-4	School Counselors

	Coordination	students that will expand their coursework and provide a variety of academic experiences that were traditionally not offered at Berlin					
	Home Visits	To get student to return to school and improve attendance	As needed	September-June	Building wide	M 1-6 B-SMS 1-10	Counseling and Administrative Staff
	Weekly Counseling Check-ins	Social-Emotional counseling	Weekly	September-June	Building wide	M1, M5, B-LS 3, B-LS 4, B-LS 7, B-SMS 1	School Counselors
	Suicide Prevention Committee	To train faculty, staff, students and community members on how to recognize warning signs of suicide and what to do when they see those signs. To collaborate on and review student suicide assessments. To better plan and protect our student population from the risks of suicide.	1 X monthly	September-June	Building wide	M 2, M 3 B-LS 4, 7, 10 B-SMS 1, 2, 6, 9, 10 B-SS 1, 2, 3, 8	Counseling Staff
	Teen Intervene	A comprehensive screening, brief intervention and referral to treatment (SBIRT) model of care.	3 - 5	As needed	Grade wide	M1, M2, M3, B-LS 1, B-LS 4	Student Assistance Counselor
	Character Education	Encourage students and faculty to practice positive social and emotional traits throughout each month. To incentivise and reward positive character with monthly assemblies. To improve the social-emotional and academic learning environment within the school community.	1 X monthly	September-June	Building wide	M1, M2, M3 B-LS 10, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9 B-SS-2, B-SS 4, B-SS 5, B-SS 8, B-SS 9	Character Education Committee, Administration, and School Counselors
	Individual Counseling	Social-Emotional & Academic counseling	As needed	September-June	Building wide	M1, M5, B-LS 3, B-LS 4, B-LS 7,	Counseling Staff

						B-SMS 1	
	Group Counseling	Social-Emotional & Academic counseling	As needed	September-June	Building wide	B-SS 2, B-SS 3	Counseling Staff
	Parent Communication	Establish and maintain supportive relationships with families to communicate student concerns and successes.	As needed	All year	Building wide	M1, M2,M 5,M 6, B-LS 3, B-LS 4,B-LS 7, B-LS 9	Counseling Staff
	At-Risk for Failure Mailings	Notify parents by mail that as a result of their grades the student is at-risk for failing one or more of their courses.	3rd quarter interims, End of 3rd marking period, and 4th quarter interims	As Needed	Building wide	M 1-6	School Counselors
	Academic Scheduling	Maintain student schedules, address changes when needed, create schedules for new students entering the district.	As Needed	All year	Building wide	M 4, B- LS 7, B-LS 8, B-LS 9, B- SMS 10 B-SS 3, B-SS 8	School Counselors
	Testing Preparation	Preparation and ordering exams for Regents, AP, and PSAT exams. Supporting student registration for the SAT exam.	All year	All year	Building wide	M4, B-LS 4, B-LS 7	School Counselors
	Parent/Teacher Meetings	Schedule and Facilitate meetings for students which include their parent/guardian and teacher(s).	As Needed	All year	Building wide	M2, M3, M5, B-LS 3, B-SS 3,, B- LS 9, B-SMS 5	School Counselors & Teachers
	Crisis Counseling	Addressing an immediate concern of an individual student or group.	As Needed	September-June	Building wide	B-SMS 2, B-SMS 7, B-SMS 9, M1, M3, M5, M6, B-SS 2, B-SS 3, B-SS 4,B-SS 5, B-SS 9	Counseling Staff
	Scholarships & Awards	Motivate and reward students by creating awareness of available opportunities.	All year	September-June	Grade wide	M2, B-LS 3, B-SMS 1, B-SMS 3	School Counselors
	End of Year Awards Ceremony	Organize and facilitate the end of year awards	1	June	Grade wide	M 1-6 B-LS 6, 8, 10	School Counselors

		ceremony with outside presents and faculty from each academic department. To honor students for academic achievements throughout the year.				B-SMS 5, 6, 8, 10 B-SS 9	
	Student Course Requests	Present graduation requirements and electives and enter student requests into the student management system.	January-February	January	Building wide	M 4 B-LS 7, 8, 9 B-SMS- 10 B- SS - 3, 8	School Counselors
	Developing Master Schedule	Create a master schedule for the following school year based on student needs, NYS education requirements, and direction from administration.	Throughout the year	SeptemberJune	Building wide	B-LS 7, 8 M4	School Counselors

Appendix A: Mindset and Behavior Standards  
**<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>**



**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.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix B: ASCA School Counselor Competencies

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



# ASCA School Counselor Professional Standards & Competencies

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

#### **School counselors**

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

#### **School administrators**

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

#### **School counselor education programs**

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

#### **Organization of the ASCA School Counselor Professional Standards & Competencies**

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

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

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

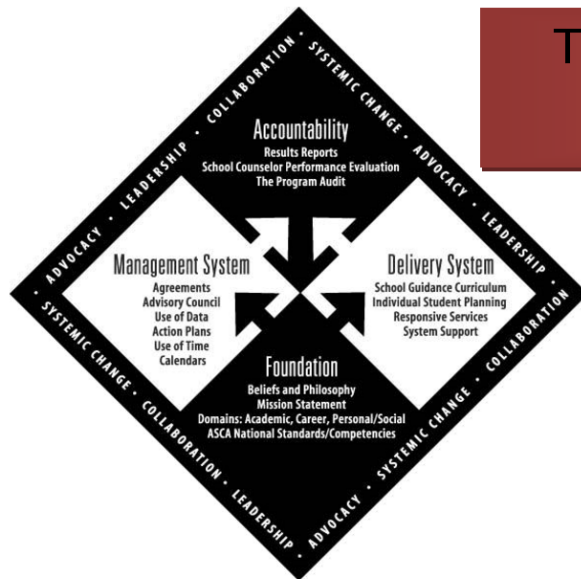
1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other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

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

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

Appendix C: ASCA National Model for School Counseling Programs  
<https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

# The ASCA National Model for School Counseling Programs



The ASCA National Model® graphic represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building- block approach. The arrows for the **foundation** (the first level) lead to the **management** and **delivery** (the second level). These in turn lead to the **accountability** system. Finally, look closely, once can see how the black arrow points from accountability down to the foundation component. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, collaboration, which lead to systemic change.

American School Counselor Association 2<sup>nd</sup> Edition, 2005

## Elements of the ASCA National Model

<u><b>Foundation</b></u>	<u><b>Delivery System</b></u>	<u><b>Management Systems</b></u>	<u><b>Accountability</b></u>
<ul style="list-style-type: none"> <li>• Beliefs and Philosophy</li> <li>• Mission</li> <li>• Domains</li> <li>• ASCA National Standards and Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Curriculum</li> <li>• Individual Student Planning</li> <li>• Responsive Services</li> <li>• Systems Support</li> </ul>	<ul style="list-style-type: none"> <li>• Management Agreements</li> <li>• Advisory Council</li> <li>• Use of Data</li> <li>• Action Plans</li> <li>• Use of Time</li> <li>• Calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Results Reports</li> <li>• School Counselor Performance Standards</li> <li>• Program Audit</li> </ul>

M. Newman (2009)

## References

American School Counselor Association (2003). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.