KSDE/KSCA School Counseling Program Recognition Application

Welcome to the application process to recognize your school counseling program! This process will:
- Help you examine your school counseling program and identify its strengths and areas for continued improvement
- Give you the confidence that your program aligns with state and national models.
- Promote student learning and success through your program.
- Identify for stakeholders the importance of school counseling and the difference it makes.

The process is not a competition and each applicant school can receive recognition based on the information submitted. The framework of the ASCA National Model (2012) includes four components (Foundation, Management, Delivery, and Accountability), and incorporates four themes throughout the model (leadership, advocacy, collaboration, and systemic change). The information requested from each applicant will follow the National Model and incorporate Kansas specific initiatives. Additional guidance regarding content of the standard is provided in the introduction to each component section. The application information submitted will be reviewed by a committee of fellow professional school counseling colleagues and evaluated based on a standard rubric developed by the committee (identified below) following the structure of the National Model. It is expected that every program will has both relative strengths and areas for continued focus when compared to the standards. All schools submitting applications will receive feedback and ideas to assist in continued development, advocacy, or maintenance of the program. There are three levels of program recognition and receiving any of the three levels of recognition should be considered a significant honor and accomplishment for a school counseling program. Award recipients will be determined based on the totals across the 16 standards categories. The three levels are identified in the rubric column by number and are:

1. **Emerging School Counseling Program**
2. **Model School Counseling Program**
3. **Distinguished Model School Counseling Program**

Award recipients at all levels will be recognized in November at the annual KSDE Fall Conference for School Counselors in Emporia.

Directions: **Enter the school name in the center section of the heading. You will be able to type your responses to the writing prompts within this document. You may create your own format for documentation or utilize forms available with the National Model. Attach the documentation listed and submit electronically.**

1. FOUNDATION *Criteria: Demonstration that the counseling program is based on a foundation that:*
The school counseling program is based on a foundation that:

- Includes a school counseling mission statement which: 1) aligns with the school's mission statement, 2) shows students are the primary focus, 3) advocates for ALL students through equity, access and success of every student, and 4) indicates the desired long range growth and progress for all students
- Identifies a statement of school counselor beliefs related to student development, achievement, success, and future.
- Identifies a statement of vision for what the program is to become in the future is aligned with the program mission, and vision of school and district
- Includes effective goals that describe how the vision and mission will be accomplished. Goals address academic, career, and social-emotional development, are based on school data such as achievement, attendance, behavior, school safety; and address school wide policies and practices to close-the-gaps.
- Has integrated with and assists in implementing current educational reform measures.
- Is coordinated by a professional school counselor, and ensures that all professional staff serving in the school counseling program or in the role of a school counselor in the building hold a KSDE license as a School Counselor for the level being served.
- Relies on the guidance of professional competencies for each school professional school counselor as identified by the American School Counselor Association outlining the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.
- Ensures that professional school counselors are guided in their decisions and actions by the current ASCA Ethical Standards for School Counselors that specify the principles of ethical behavior necessary to standardize professional practice to protect both students and professional school counselors, and maintain the highest standard of integrity, leadership and professionalism.
- Expects active participation in professional associations and professional networking by all professional school counselors in the program.

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric by Level
1.1	**Mission Statement** **Belief Statements**	🗁 Counseling program mission statement and building and district mission statements 🗁 List of identified personal beliefs related to students,	Address how the mission statement was developed and the importance of each component. A. Does the mission statement align with the school, district, and state mission statements? B. Do belief statements reflect what you believe about the ability of all students to succeed? …the professional school counselor's role as an advocate	**3** - The mission statement fulfills all four criteria to the highest extent. The narrative includes a highly detailed summary of the process for developing the mission statement and provides the focus and direction to reach the vision. A copy of all documentation is included.

	Vision Statement	parents, and education. 📂 The vision/plan for what will have been accomplished in coming 5-10 years	for every student? …how data are used to inform program decisions? C. Is the mission statement linked to belief statements and vision statement? D. Does the mission statement clearly define the plan for reaching the future vision?	**2** - The mission statement clearly addresses all four criteria. The narrative includes an explanation of how the mission statement was developed. A copy of the school's mission statement is included. **1** - The mission statement addresses some or all of the four criteria.
1.2	**Current Educational Initiatives**	📂 None beyond narrative	A. Include a comprehensive statement describing in detail at least two current educational initiatives at your school and explain the role of the professional school counselor(s) in implementing, facilitating, and evaluating these initiatives. Some Examples of Initiatives: • Multi-Tiered Systems of Support (MTSS) • Positive Behavior Intervention Supports (PBIS) • Career Clusters Model/Personal Plans of Study • College and Career Readiness • KS Comprehensive School Counseling Model • Social Emotional and Character Development Standards (SECD)	**3** - A highly developed narrative describing at least two current educational initiatives in your school and how the initiatives have been supported and promoted through the school counseling program. **2** - A clear narrative describing at least one current educational initiative in your school and providing information about the role of the professional school counselor in addressing the initiative. **1** - A narrative describing how the professional school counselor is involved with a school initiative
1.3	**Professional Competencies**	📂 Copy of KSDE License(s) 📂 Job Description 📂 Signed Assurances Page 📂 List of professional memberships of school counselor(s), including length of membership, description of level of involvement, and any offices held. 📂 Examples of professional networking within your school, district, region, state, and /or nation	Address how the professional competencies define and direct the practices of the school counselor.	**3** – Narrative is a highly developed description of how the professional competencies define and guide the practices of the school counselor. All documentation is included. **2** – Narrative is a strong description of how the professional competencies define and guide the practices of the school counselor. KSDE License and some additional documentation are included. **1** – Narrative describes how the professional competencies define and guide the practices of the school counselor. Documentation includes a Kansas KSDE school counselor license(s)'

2. PROGRAM MANAGEMENT The program design includes structures, continuous processes, and procedures that include the collection, analysis, review of data necessary to inform program decisions and support delivery and improvement/enhancement of the program.
Criteria: Demonstration that the program includes:
A. A program advisory group consisting of representative stakeholders that meets at least twice annually to review, provide guidance, advice, and support for the program.
B. Processes that can document, assess, and provide data to inform the program regarding student needs (survey perceptions of students and stakeholders), the professional school counselors' time on program tasks (for comparisons to expectations for appropriate, efficient, and effective time usage), and strengths and enhancement needs of the program.
C. Short and long range improvement goals and action plans that organize enhancement efforts in structure, processes, and delivery and align with program foundation, state, and national models.
D. Collaboration between the administrator and each professional school counselor prior to September 15 of each year resulting in a written agreement, regarding the focus, responsibilities, and goals for that counselor for the school year.
E. Identifying all activities of the program on a published calendar to enhance planning and to inform stakeholders how program goals are being addressed.

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
2.1	Structure and Processes	▱ List of positions represented on the advisory council, and agenda and minutes from the most recent council meeting. ▱ Copy of the most recent survey of students conducted to assess student perceptions of their own needs and a summary of the results. ▱ Action plan developed by the professional school counselor and utilized in the program. ▱ Annual agreement between each professional school counselor and administrator. ▱ Annual program calendar by month.	A. Describe the structure of the school counseling advisory council, how the stakeholders were chosen, how they were educated about the program and its results, and how the council guides and advocates for the school counseling program. B. Describe the processes and procedures that create data for to set goals, plan delivery, assess program components, and identify improvement and enhancement goals for the coming year. C. How does the counseling program develop and utilize action plans to promote student growth?	**3** –Highly developed narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design. **2** –Strong narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design. **1** – Limited narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design.

3. 1 DELIVERY OF DIRECT SERVICES: Direct services are in-person interactions between professional school counselors and students involving activities that promote academic, career, and personal/social development of the student. Direct student services are delivered through three elements: school counseling curriculum, individual student planning, and responsive services.

Criteria: Demonstration that the program delivers:

A. A Standards-Based School Counseling Curriculum
   a) A planned, written, counseling standards-based instructional program exists that is aligned with the vision, mission, and goals of the program, is comprehensive in scope, developmental, and preventive in nature, and has been established through professional school counselor design.
   b) Systematic delivery by professional school counselors of standards-based lessons and learning activities to all students that promote development of knowledge, attitudes, and skills of students in three developmental domains: academic, personal/social, and career.
   c) Lessons are delivered to all students in one or more grades through direct instruction by professional school counselors who team teach or assist in teaching the school counseling curriculum, learning activities or units in classrooms or other school facilities
   d) Planned activities conducted outside the classroom by professional school counselors to promote academic, career or personal/social development (some examples: college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours, guests, etc.).
   e) Follow up activities for individual students as needed using small groups with at least one small group conducted during the school year.

B. An Individual Student Planning Process
   a) Ongoing systemic activities focused on each individual student (in small groups, classroom settings or individually) that are designed to help all students establish personal goals, develop future plans, monitor and manage their own learning, and achieve academic, career and personal/social competencies aligned with the program's curriculum.
   b) Professional school counselors use appraisal data from tools such as self-assessments, interest inventories, test information, class grades, etc.) in working with students to help them analyze and evaluate their abilities, interests, skills, and achievement and to provide a basis for helping the student develop immediate and long-range plans.
   c) Professional school counselors guide students in making decisions on future plans based on academic, career and personal/social data and assist in evaluating educational, career, and personal opportunities, helping students develop personalized plans for improved learning, course selection, graduating and making transitions (into elementary, from elementary to middle, middle to high, from school to higher education or work).

C. Responsive Services
Professional School Counselors (KSDE licensed school counselors) deliver responsive services and interventions to meet students' immediate needs and to help resolve academic, personal/social, and career issues and concerns:
   a) Services are available to all students and may be initiated by students, parents, teachers, administrators, or by the professional school counselor after data review.
   b) Provide structured, time-limited, goal focused short term counseling sessions in individual or small group settings to assist students in identifying problems, causes, alternatives, possible consequences so that they can make decisions, and take appropriate actions to overcome issues impeding success.
   c) Provide small group settings involving 4 – 10 sessions to meet specific prevention/intervention goals.

d) Recognize and respond to student mental health crises and needs addressing these barriers to student success by offering education, prevention, and crisis and short-term intervention until the student is connected with available community resources.

e) Provide support and assistance to students as they navigate critical and emergency situations. Crisis response includes intervention and follow-up to the immediate needs and is designed to prevent the situation from becoming more severe.

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
3.1	**A. Standards-Based School Counseling Curriculum** **B. Individual Student Planning** **C. Responsive Services**	🗀 chart identifying the standards in the 3 domains used by the program, the indicators targeted for delivery at each grade, the delivery method used by the professional school counselor to systematically deliver to all targeted students. 🗀 form(s), or format used to help guide students in setting goals, making and implementing short or long range future plans, and/or monitoring/managing their own learning. 🗀 Written building/district procedures/plan for 1) providing crisis intervention in cases such as suicidal ideations potential suicide, or responding to a death of students or school personnel; 2) bullying prevention and intervention.	A. Describe how professional school counselors systematically help all students to develop and apply the knowledge, skills, and attitudes identified in the program curriculum. B. Describe the process used by professional school counselors to deliver activities to students that assist them in monitoring and managing their own learning and development, setting future goals, and making and implementing plans to attain them (including but not limited to level appropriate ways to develop college and career readiness). C. Describe a situation where the program delivered responsive services and interventions to meet students' immediate needs and to help resolve academic, personal/social and career issues and concerns.	**3** –Highly developed narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply, and refine the knowledge, skills, and attitudes identified in the program goals. **2** –Strong narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply, and refine the knowledge, skills, and attitudes identified in the program goals. **1** – Limited narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply, and refine the knowledge, skills, and attitudes identified in the program goals.

3.2 DELIVERY OF INDIRECT SERVICES: Services provided on behalf of students as a result of the professional school counselor's interaction and work with others. These indirect student services are provided by the professional school counselor as a means to support student achievement and promote equity and access for all students.
Criteria: Demonstration that professional school counselors:
A. Utilize opportunities in consultation to gather information on student issues and needs that help them identify strategies to help promote student achievement; share their own ideas and strategies that provide support for student achievement to parents, teachers, other educators and community organizations through consultation; utilize advocacy with other educators, parents, or the larger community to promote student success and achievement for a specific student. Promote systemic change with regard to school policies, procedures, programs, or opportunities that affect all students or subgroups of students or for equity and access for all students to address the needs of underachieving or underrepresented groups of students in the school.
B. Support student achievement and fulfill the goals of the school counseling program through collaboration by teaming and partnering with staff, parents, businesses and community organizations; participate in simple resource sharing, joint presentations, advisory councils or formalized partnerships with specific focus, agenda that involve service on committees and advisory boards in the building, district, or community; advocate for student programs and resources and assist in generating school wide and district support for the school counseling program.
C. Deliver referral services to connect students and parents to other school or community resources for additional assistance or information not available to the professional school counselor, or beyond the scope of the program. [Some examples of referral sources might include community agencies that diagnose and treat mental health issues including suicidal ideation, violence, abuse, and depression; academic support/tutoring; college or career planning Web sites, employment training, job placement, etc.]

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
3.2	A. Consultation	🗀 List of each counselor's	A. Describe an example of professional school counselor consulting and advocating with parents,	**3** – Highly developed narrative and documentation provided to demonstrate the extent to which

	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
	B. Collaboration **C. Referral**	involvement in building or district teams or committees, professional learning communities, site councils, parent workshops, etc. 🗁 Professional school counselor's referral resource list, and any form or format that may be used in making a referral	administrators, teachers and/or other school staff to support and meet the developmental needs of a specific student. B. Describe a specific example of professional school counselor advocating for and supporting student achievement and fulfilling the goals of the school counseling program through collaboration. C. Discuss how the professional school counselors assess the need to refer and identify the category or reason for referrals made during the past school year.	professional school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral. **2** – Strong narrative and documentation provided to demonstrate the extent to which professional school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral. **1** – Limited narrative and documentation provided to demonstrate the extent to which professional school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral.

4. ACCOUNTABILITY. Professional school counselors implement data-driven programs using accountability strategies in order to monitor student achievement, evaluate and improve the program, and demonstrate the impact their program is having on students.
Criteria: Demonstration that Professional School Counselors:
- Analyze the data that has been collected,
- Use data to show the impact of the program on student achievement, attendance, and behavior
- Analyze program assessments to guide future actions and make program decisions based on the analysis (data analysis, program results, and evaluation and improvement, and improve future results for all students.
- Are evaluated for performance based on the standards of practice expected of school counselors implementing a comprehensive school counseling program.

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
4.1	**School Data Profile Analysis**	🗁 Behavior, Attendance, and Assessment Results	A. Describe the school data that the counseling program has collected on achievement, behavior and attendance. B. How are the data analyzed and the results used to enhance the school counseling program?	**3 -** The counseling program provides a highly detailed analysis of the achievement, behavior and attendance school data, how the data are used to effectively inform and enhance the school counseling program, and organizes and shares the results of the data. **2 -** The counseling program collects the school data listed above and provides a clear description to inform the school counseling program. **1 -** The counseling program provides a limited description of school data to inform the school counseling program.
4.2	**Use-of-Time Analysis**	🗁 Chart, graph, or description detailing analysis of time for direct and indirect services 🗁 Documentation of data driven time management and priority decisions in program	Describe professional school counselor time usage including the following: A. How close to allocating at least 80% of time in data driven direct and indirect services to students? B. Is the professional school counselor's time leading to accomplishment of identified goals? C. Is the program using data to drive counseling	**3 -** An analysis of the direct and indirect use-of-time is provided for each counselor in the program is provided showing percentages reflecting data driven activities of each of the three domains. The implications of the analysis are considered for program improvement. **2 -** An analysis of the direct and indirect use-of-time is provided for each counselor in the program is provided showing percentages reflecting data

			program decisions?	driven activities of each of the three domains. **1 -** Use of time assessment does not clearly break down indirect and direct services.

4.3	**Analysis of Curriculum Results Report**	🗀 Checklist of Standards and Indicators
		  o Counseling Standards
		  o College and Career Ready
		  o SECD
		
		🗀 Academic Lesson Plans & Results Reports
		🗀 Career Lesson Plans & Results Reports
		🗀 Social/Personal Lesson Plans & Results Reports
		🗀 Personal Plans of Study
			In analyzing the results of curriculum delivery:
			A. Were appropriate learning goals identified?
			
			B. Did the choice of curriculum and/or activities support the goals?
			
			C. What can be learned from analyzing the process data?
			
			D. What can be learned from analyzing the perception data?
			
			E. What can be learned from analyzing the outcome data?
			
			F. After reviewing the results, what are the implications?
				3 - Documentation is provided that indicates counseling program was implemented as planned; every student was served by program activities and interventions; program materials were developmentally appropriate; program process, perception, and outcome data were collected and analyzed; data were used for program improvement;
				
				2 - Documentation is provided that indicates counseling program was implemented, however data analysis is incomplete.
				
				1. Limited documentation provided

4.4	**Small-Group Results Analysis**	🗀 List of groups, focus, number of participants, name of counselor leading group and number of times met 🗀 Lesson plans for group(s), topic for each session, goals for each session, ASCA and KS counseling standards addressed in the group, SECD, 21st Century, College and Career Ready standards or other standards addressed in the group, and process, perception, and results data for the group.	In analyzing the results of small-group delivery: A. How were the group chosen? B. Were the right goals identified for the groups? C. Did the interventions support the goals? D. What can be learned from the process data? E. What can be learned from the perception data? F. What can be learned from the outcome data? G. After reviewing the results, what are the implications?	**3 -** Documentation is provided to the fullest extent, connects with standards and fully aligns with the criteria. **2 -** Documentation is provided but connections and reflections are limited. **1 -**Limited documentation provided.
4.5	**Closing-the-Gap Results Analysis**	🗀 Student Advocacy Chart 🗀 Statement describing how professional school counselors have advocated for systems change 🗀 Statement describing how school counselors have advocated	In analyzing closing-the-gap results: A. What can be learned from the process data? B. What can be learned from the perception data? C. What can be learned from the outcome data? D. After reviewing the results, what are the implications?	**3.** School data includes process, perception, and results data including longitudinal documentation supporting the explanation of how the gap was identified and why it was important to address. **2.** School data includes process, perception and results data including the rationale of how the gap was identified and why it was important to address. **1.** Limited school perception and results data was included.
4.6	**Sharing Results**	🗀 Participation, attendance, presentations and leadership	Describe the sharing of results data: A. Who are the key groups to communicate the results	**3.** A plan is provided for how to use the data and share it in multiple formats and mediums with the

		on school committees 📁 faculty meetings, meetings of community boards, service clubs, and organizations 📁 Documentation could include presentation handout, advisory committee agenda, newspaper article, school counselor website, school counseling program brochure and email listserv.	of your program data analysis? B. How will you report most effectively to students, parents, staff, administration, school board members, community, and other key stakeholders? C. What format is being used to report your data? Are newsletters, electronic website, bulletin board, presentations being implemented?	education and larger diverse community. The plan reflects consideration of the most effective ways to transmit the results message to promote understanding and increase the value and respect for the work of the professional school counseling program. **2.** A plan is provided to share program data but is limited in its outreach and formats. **1.** A plan is provided, but is limited to a singular format.
4.7	**School Counseling Competencies Assessment**	📁 Documentation regarding the knowledge, abilities, skills and attitudes of the professional school counselor.	A. Are data from school counselor competencies assessments collected and analyzed to inform for self-improvement and professional development?	**3.** Multiple data points including the ASCA School Counselor Competencies Assessment is provided that aligns the competencies of each professional school counselor with the ASCA School Counselor Competencies identified as the knowledge, attitudes and skills required to be most effective in a comprehensive, developmental results-based school counseling program that addresses academic achievement, career planning, and personal/social development. Data are used to inform self-improvement and professional development. **2.** Single data point using the ASCA School Counselor Competency Assessment demonstrating competencies and using the results for limited self-improvement and professional development. **1.** Limited competency assessment and self-improvement data provided.
4.8	**School Counselor Program Assessment**	📁 Evidence of program 📁 strengths, areas for improvement, short-term goals, 📁 long-range goals, areas to consider for professional development	A. Do program goals promote achievement, attendance, behavior and/or school safety? B. Are program goals based on school data? C. Do program goals address school-wide data, policies and practices to address closing the gap issues? D. Do program goals address academic, career and/or personal/social development?	**3.** Program evaluation includes data driven results designed to improve future counseling programming, conducted annually, and designed to gather baseline and growth trends. Trends are analyzed in the 3 domains and program changes are made as indicated by the data. **2.** Program evaluation data are collected, however analysis is not complete. **1.** Limited data are collected and analyzed.
4.9	**School Counseling Appraisal**	📁 School counselor performance appraisal instrument 📁 Documentation of annual evaluation 📁 ASCA's School Counselor	A. Are the school counselors performance appraisal conducted with an instrument specifically designed for school counselors? B. Does the appraisal provide feedback for individual	**3.** Documentation includes a school counselor performance appraisal document specifically designed for school counselor evaluation and includes components of ASCA School Counselor Competencies self-evaluation, administrative evaluation and reflection on program goals based

		Competencies Self-Assessment	and program improvement? If so, how?	on the ASCA or KS Counselor Program Standards. 2. Documentation includes a school counselor performance appraisal document specifically designed for school counselor evaluation. 1. Documentation includes an appraisal, however not one correlated to a school counseling program.
4.10	**Program Goals Analysis**	🗁Documentation linking the program goals with data for curriculum action plans, small group action plan, and closing the gap plan.	A. Were the program goals written as SMART goals? B. Was one a closing the gap goal? C. Were the program goals met? D. What are the implications for goals setting for the following year? E. What are the implications of the results of the program goals? F. Are program goal results analyzed and implications considered for future program planning?	**3.** Documentation includes review and consideration of SMART goals, post program data to determine effectiveness of programming and possible implications for future planning. 2. Documentation includes SMART goals and data with program analysis, but without discussion of implications for the future. 3. Limited program analysis provided.

ASSURANCES

The school principal agrees that:
1. All personnel assigned to complete the role and functions of a school counselor as described hold a KSDE license as a School Counselor.
2. Sound school counseling programs can be designed to have a positive impact on student achievement objectives as defined in the local School Improvement and Achievement Plan for Kansas.

   Sound school counseling programs can be designed to have a positive impact on the following required components of the local School Improvement and Achievement Plan for Kansas:
   a. Parental participation in the school
   b. Safe and disciplined learning environment
   c. Encouragement for the Academic Honors Diploma and Core 40 (high school)
   d. Attendance
   e. Cultural competency

The school principal agrees to:
1. Support the School Counseling Program and advisory team as they work through the following steps designed to transform the existing school counseling program to a comprehensive, developmental, and accountable program:
   a. Create a School Counseling Advisory Team
   b. Create a vision and mission for student success
   c. Collect, analyze, and establish data targets for the following types of data fields:
      o Academic achievement data
      o Student choice data (enrollment patterns, attendance, discipline referrals, etc.)
      o School counseling curriculum indicator mastery data
   d. Analyze barriers to implementing a sound school counseling program and develop strategies to address those barriers
   e. Design a comprehensive, developmental, and accountable school counseling system that meets local needs
   f. Support the implementation of existing educational reforms with the comprehensive school counseling program

2. Provide time for the School Counseling Advisory Team to make one thirty-minute presentation to the faculty for the purpose of introducing the comprehensive school counseling program.
3. Allow the School Counseling Leadership Team to conduct at least one survey with the faculty regarding, a) the design of the school counseling program, and b) ways in which the faculty could give real-world applications to their academic content related to academic, career, and citizenship development.
4. Allow the School Counseling Leadership Team to conduct one survey with the student body (or in a large school, a representative sample of students) regarding student counseling needs and the current student mastery of targeted guidance indicators.

The School Counseling Leadership Team agrees to:

1. Convene a broad-based School Counseling Advisory Council consisting of teachers, students, parents, business representatives, community members, and at least one building administrator. (Note: Schools may use an existing broad-based committee for this purpose.)
2. Facilitate several meetings with the School Counseling Advisory Team annually and as needed to understand the goals and functions of the program, review data that informs the program, advise, and support the program.
2. Complete tasks between training workshops.
3. Establish local school counseling goals and monitor data in the following areas:
   - Academic achievement data
   - Student choice data (enrollment patterns, attendance, discipline referrals)
   - School counseling curriculum indicator mastery data
5. Follow ethical standards as published by the American School Counselor Association.

_____   _____   _____
School Name   School Counselor Signature   Date

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│   **Submit by August 31, 2014**   │   _____   _____
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                                                                      Principal Signature   Date