Kansas Comprehensive School Counseling Program

School Counselors Advocating, Collaborating, Leading, & Making Systemic Change
Effective school counseling programs impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students in their pursuit of successful school experiences.

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

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

Sincerely,

Alexa Posny
Commissioner of Education
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Kansas Curricular School Counseling Standards

School counseling programs are built on a foundation that addresses what students will know and be able to do as a result of their participation in the program. School counseling programs are an integral part of the total educational program of schools, comprehensive in scope, preventive in design, and developmental in nature. The programs are designed to ensure that all students benefit from participation in the programs.

School counseling programs facilitate students’ academic development, career development, and Personal and Social development. The Kansas Curricular Standards for School Counseling are intended to serve as a guide and provide direction for schools in developing effective school counseling programs. Standards and benchmarks provide a description of what students should know and be able to do as a result of their involvement in the school counseling program. Indicators describe the specific knowledge, skills, or abilities students demonstrate. The Kansas Curricular Standards for School Counseling are presented by grade level grouping (i.e., K-2, 3-5, 6-8, 9-12) and are intended to be developmental. Various strategies, activities, methods, interventions, and resources may be used to help students achieve the standards. Also, the counseling standards have been cross-walked with the assessed content area standards, some non-assessed standards, and representative national standards of related disciplines. The overall goal is to promote and facilitate student development and learning.

Professional school counselors in Kansas strive to facilitate and support the academic, career, personal and social development of all students. Further, their goal is to enhance and contribute to students’ academic achievement and learning to ensure that all students are successful and prepared for the future. In addition, school counselors collaborate with parents and school and community professionals to maximize student educational achievement.


Safe Schools Resource Center

A one-stop-shop link to info/resources relative to safe schools, bullying prevention, character education, crisis management, mental health and the character education grants/recognition programs is available at: http://www.ksde.org/KS_SAFE_SCHOOLSRESOURCE_CENTER/index.html.

Career Tech Toolbox

The following career/tech education tools for counselors are available at: http://www.ksde.org/Default.aspx?tabid=1799

- Personal Plans of Study Tool Kit
- Personal Plans of Study Implementation Narrative
- Implementation Rubric
- Guidance Checklist
- CTE/MTSS Graphic
Comprehensive School Counseling Programs

School counseling programs are intended to benefit all students. The following characterize comprehensive school counseling programs:

- Comprehensive—address academic, career, and personal/social standards and provide a range of activities and services;
- Preventive and developmental;
- Integral to the total educational program;
- Feature a collaborative, cooperative, and team approach;
- Monitors student progress and data-driven;
- Evaluation and accountability; and
- Implemented by a licensed school counselor.

Comprehensive school counseling programs have a foundation that describes the nature of the program and its philosophical base. The delivery system addresses program implementation. Professional school counselors implement comprehensive school counseling programs and through programmatic activities contribute to students’ learning and academic, career, and personal/social development.

Comprehensive school counseling programs are intended to involve and impact all students. To accomplish this, it is important that programs focus on student development, operate as 100% programs, focus on the program orientation, are education based, and use an effective organizational framework.

The New Vision for School Counselors

As leaders and advocates in schools, professional school counselors seek to contribute to the learning and development of all students. They are proactive in implementing their programs and in contributing to student achievement. As a result, a new vision for the role of school counselors is emerging that includes the following:

- Academic and student achievement focus;
- Whole school and system concerns and issues;
- Academic focus, building on student strengths;
- Leading, planning, and developing programs;
- Focus on academic counseling, learning and achievement, supporting student success;
- Integral as members of the educational team;
- Focusing on school and program mission;
- Using data to effect change;
- Advocating inclusion in rigorous preparation for all, especially students from low-income and minority families;
- Teaming and collaboration with all educators in school in resolving issues involving the whole school and community;
- Acting as the change agent, especially for educational equity for all students;
- Involvement with students, parents, education professionals, community, and community agencies;
- Full accountability for student success, use of data, planning and preparation for access to a wide range of postsecondary options;
● Brokering services for parents and students from community resources/agencies as well as school system resources; and
● Creating pathways for all students to achieve high aspirations. (Erford, House, & Martin, 2007, p. 4)

Based on the ASCA National Model, school counselors’ work involves the themes of leadership, advocacy, collaboration, and systemic change. School counselors are leaders and advocates for systemic change to enhance student success, development, learning, and achievement. As part of their role, school counselors collaborate with stakeholders to develop and implement programs to meet students’ needs. Also, collaboration involves teaming with stakeholders (e.g., teachers, parents) to support students and enhance their opportunities for success.

**Data-Driven and Accountable Comprehensive School Counseling Programs**

It is important that school counseling programs be data-driven and accountable. Data are used in the program development and improvement process, and evaluation is an important element of program accountability. Evaluation data are intended to improve school counseling programs and to demonstrate accountability for key stakeholders.

Being data-driven means that data can be used by school counselors to understand and address students’ needs and inform stakeholders of these needs. Examples of data that may be used include data relative to enrollment, socioeconomic status, mobility, AYP, test scores (e.g., ACT, SAT, achievement tests), retention rates, disabilities, postsecondary attendance, course-taking patterns, and discipline issues. In addition, data are used as part of evaluation to determine the impact of activities and interventions.

To achieve a quality program and demonstrate accountability, three kinds of evaluation are needed. 1) Program evaluation addresses the extent to which the program is in place, compared to standards, and provides direction for enhancing the program. 2) Personnel evaluation is used to monitor school counselors’ performance and professional development. 3) Finally, results evaluation focuses on the impact of school counseling program interventions and activities on students, the school, and the community.

**Mission of Kansas Comprehensive School Counseling Programs**

The mission of Kansas School Counseling Programs is to prepare all students to be contributing and productive citizens while supporting the academic mission of the school. School counseling programs are integral to the mission of schools and designed to support and enhance student learning and achievement and facilitate the academic, career, and personal/social development of all Kansas students. School counselors collaborate with other educators, parents/guardians, and the community to ensure all students are prepared with the knowledge and competencies to be successful in their future.
Kansas Comprehensive School Counseling Program Model

School Counseling Program Foundation

The Kansas Comprehensive School Counseling Program Model (see Appendix pg. 44 for graphic presentation) is built on the foundation that addresses what students will know and be able to do as a result of their participation in the program. The foundation provides a description of the program and serves a philosophical base for the program. The foundation for each school or district counseling program will likely include development of assumptions, beliefs, and a philosophy on which the program operates. In addition, a school counseling program mission statement, consistent with the district’s mission, will be developed to give direction and provide vision for the program. Finally, the foundation includes the competencies that address the knowledge, attitudes, and skills students should achieve as a result of their participation in the school counseling program. The program facilitates student development in the academic, career, and personal/social domains to enhance and support the learning process. The Kansas School Counseling Program Standards (see pg.4) are intended to serve as a guide and provide direction for schools in developing effective school counseling programs to facilitate students’ development and learning. Standards and benchmarks provide a description of what students should know and be able to do as a result of their involvement in the school counseling program. Indicators describe the specific knowledge, skills, or abilities students demonstrate. The Kansas School Counseling Program Standards are presented by grade level grouping (i.e., K–2, 3–5, 6–8, 9–12) and are intended to be developmental. Various strategies, activities, methods, interventions, and resources may be used to help.

Professional school counselors strive to facilitate, support, and enhance students’ academic achievement and learning to ensure that all students are successful and prepared for the future. In addition, school counselors collaborate with parents and school and community professionals to maximize student educational achievement.

Kansas Comprehensive School Counseling Program Delivery System

The program components of the Kansas Comprehensive School Counseling Program are counseling curriculum, individual student planning, responsive services, and system support. The components provide the delivery system and management framework for the implementation of school counseling programs in Kansas. These components were drawn from the ASCA National Model and the work of Norm Gysbers and Pat Henderson. Each of the program components will be described and examples of activities provided.

- Counseling Curriculum—The school counseling curriculum component is preventive, proactive, and developmental. It is coordinated by school counselors and delivered, as appropriate, by school counselors and other educators. The counseling curriculum is designed to facilitate the systematic delivery of guidance lessons and activities to every student consistent with the school counseling program’s mission and counseling program standards (Appendix). The counseling curriculum promotes student development and learning of knowledge, skills, and attitudes through instruction in the three domains of academic development, career development, and personal/social development. The counselor’s responsibilities include planning, designing, implementing, evaluating, and enhancing the counseling curriculum. The curriculum is delivered through strategies such as classroom instruction and presentations, interdisciplinary curriculum development, and group activities.
Individual Student Planning—The individual student planning component consists of school counselors coordinating ongoing systemic activities designed to help individual students establish goals and develop future plans. The activities of this component are intended to help all students plan, monitor, and manage their own learning and meet academic, career, and personal/social competencies. As part of this component, school counselors help students make the transition from school to school, school to work, and school to postsecondary education. Individual student planning activities are generally delivered on an individual basis or by work with individual students in small groups or advisement groups. Parents/guardians and other school personnel may be involved in these activities. Individual student planning is provided through strategies such as individual or small group advisement, planning, or appraisal. Topics addressed may include the following: developing four-year plans; career and academic advising; academic and career decision making; course selection; test results interpretation; interest inventories; postsecondary institution selection; and financial aid for postsecondary education.

Responsive Services—The responsive services component consists of activities to meet students’ immediate needs and concerns. The purpose of the activities of this component is to help students whose concerns or problems are interfering with their personal/social, career, or academic development. Examples of issues include academic success, dropping out of school, death, relationships, substance abuse, stress, self-mutilation, suicide, child abuse, or school attendance. The activities of this component are available to all students and may be initiated by self-referral or referral by others (e.g., teachers, parents, guardians). School counselors provide a range of services from early intervention to crisis response to meet students’ needs. School counselors consult with others when developing plans and strategies to facilitate student development. Responsive services are provided through activities such as individual and small group counseling, crisis counseling, consultation, and referrals.

System Support—The system support component consists of management activities that establish, maintain, and enhance the school counseling program and support other programs in the school. School counselors use their leadership and advocacy skills to promote system change. Areas and activities of the system support component include professional development (e.g., professional development activities, professional association activities, further education); consultation, collaboration, and teaming (e.g., consultation; partnering with staff, parents, or guardians; community relations; community outreach; advisory committees; school district/building committees); and program management and implementation (e.g., management activities, program evaluation, data analysis, fair share responsibilities).

These school counseling program components provide the basis for implementing the Kansas Comprehensive School Counseling Program. The goal is to enhance school counseling programs to effectively meet students’ personal/social, career, and academic needs. In addition, school counselors contribute to and support efforts to enhance student learning and achievement in the schools of Kansas.

Resources

Resources are important to the implementation of school counseling programs and the work of school counselors. Resources needed include personnel resources (e.g., counselors, teachers, administrators), financial resources (e.g., budget, materials, facilities, technology), and political resources (e.g., policies, laws, professional association standards). Collaboration and teaming
are essential to the effective implementation of school counseling programs. In addition, the support and involvement of key stakeholders is important to the successful implementation of school counseling programs.

**Time Allocation**

Providing direct service to students through the school counseling program and related activities is a primary goal of school counselors. To do this requires that school counselors determine how they spend their time implementing the school counseling programs. There is flexibility in the amount of time spent on various components; however, the overriding goal is to provide programs that meet students’ needs. Presented below are time allocations that are intended to serve as guides for school counselors; these time allocations are not intended to be prescribed. There are a variety of factors that may impact the allocation of time by school counselors (e.g., number of counselors in a school, grade levels served).

**Percent Time Allocations of School Counselors’ Time by Component**

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Curriculum</td>
<td>35–45</td>
<td>25–35</td>
<td>15–25</td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td>5–10</td>
<td>15–25</td>
<td>25–35</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>30–40</td>
<td>30–40</td>
<td>25–35</td>
</tr>
<tr>
<td>System Support</td>
<td>10–15</td>
<td>10–15</td>
<td>10–15</td>
</tr>
</tbody>
</table>

(Source: ASCA National Model, 2005; Gysbers & Henderson, 2006)

**Kansas School Counselors’ Key Role**

The following provides a list of exemplary responsibilities of the school counselor:

- The school counselor plans, organizes, and implements the school counseling program.
- The school counselor delivers the counseling curriculum through the effective use of instructional skills and planning of structured group sessions for all students.
- The school counselor implements the individual student planning component by guiding students and groups of students and their parents/guardians through the development of educational and career plans.
- The school counselor provides responsive services through the use of individual and small group counseling, consultation, and referral.
- The school counselor provides system support through school counseling program management and support for other educational programs.
- The school counselor regularly monitors students’ academic and career development.
- The school counselor evaluates and enhances the school counseling program.
- The school counselor is a student advocate, leader, collaborator, and as a change agent.
- The school counselor pursues professional growth.

**Benefits of School Counseling Programs**

Comprehensive school counseling programs provide a system that encourages and promotes academic, career and personal/social development to help prepare students for the challenges and demands of the 21st century. All stakeholders share the benefits of the program structure. Listed below are examples of benefits for each group as a result of the implementation of comprehensive school counseling programs:
Benefits for Students
- Fosters advocacy for students.
- Supports development of skills to increase student success.
- Ensures that all students receive the benefits of the school counseling program by designing content curriculum for all students.
- Provides strategies for closing the achievement gap when students need additional assistance.
- Monitors data to facilitate student improvement.

Benefits for Parents/Guardians
- Ensures that all students receive the content of the school counseling curriculum.
- Provides support in advocating for their children’s academic, career and personal/social development.
- Supports partnerships in their children’s learning and career planning.
- Guarantees academic planning for all students.

Benefits for Teachers
- Supports the classroom learning environment.
- Promotes an interdisciplinary team approach to address student needs and education goals.
- Supports development of classroom management skills.
- Utilizes data to improve school climate and student achievement.
- Promotes teaming to improve student achievement.

Benefits for Administrators
- Provides a school counseling program that promotes student success.
- Aligns the school counseling program with the school’s academic mission.
- Utilizes data to develop goals for the counseling program in addition to outlining counselor responsibilities.
- Provides a proactive school guidance curriculum that addresses students’ needs and enhances school climate.
- Monitors school improvement data.

Benefits for School Counselors
- Facilitates the elimination of non-school counseling program responsibilities.
- Defines counselor responsibilities.
- Recognizes school counselors as leaders, advocates and change agents within the school and community.
- Supports counseling access to all students.

Impact of School Counseling Programs
School counseling programs have a positive impact on overall student development K–12. (e.g., Borders & Drury, 1992; Gerler 1992; Macdonald & Sink, 1999; Paisley & Borders, 1995; Whiston & Sexton, 1998). In several studies of the impact of more fully implemented school guidance program, the following results were found:
• Lapan, Gysbers, and Sun (1997) found that students in Missouri high schools with more fully implemented guidance programs as judged by school counselors reported:
  ▪ they earned higher grades;
  ▪ their education was better preparing them for the future; and
  ▪ their schools had a more positive climate.

• Nelson and Gardner (1998), in a study of the impact of more fully implemented school counseling programs in Utah, found that students in schools with more fully implemented programs:
  ▪ had higher college entrance examination scores;
  ▪ took more advanced classes; and
  ▪ rated their overall school experience more favorably.

• Lapan, Gysbers, and Petroski (2001) found that students in Missouri middle schools with more fully implemented guidance programs as rated by middle school teachers reported:
  ▪ they earned higher grades;
  ▪ school was more relevant to them;
  ▪ they had positive relationships with teachers;
  ▪ they were more satisfied with their education; and
  ▪ they felt safer in school.

• Sink and Stroh (2003) found that achievement test scores of early elementary school students attending schools with a comprehensive school counseling programs were significantly higher than for students in schools without a comprehensive school counseling program.

• Lapan, Gysbers, and Kayson (2006) found counselors working in schools with more fully implemented comprehensive school counseling programs make significant contributions to student success and achievement:
  ▪ Sophomores had higher MAP math scores
  ▪ Juniors had higher MAP communication arts scores
  ▪ Students are more likely to attend school
  ▪ Fewer discipline problems and out-of-school suspensions

“In conclusion, a multi-faceted approach and comprehensively implemented school counseling program are not only desirable but are also supported empirically” (Whiston, 2007, p. 49).

**Taking Action**

Professional school counselors, working collaboratively with key stakeholders, have a critical role in enhancing and supporting students’ development and learning. The vision for school counseling in Kansas involves school counselors, as committed, dedicated, and active professionals, providing fully implemented comprehensive programs designed to serve all students. The intent of this resource is to provide the impetus and foundation for taking action to enhance school counseling programs to address students’ needs and effectively prepare them for the future.
Steps to Implementation—Kansas Comprehensive School Counseling Program

Planning the Program

The planning phase starts with the decision to align with the Kansas Comprehensive Counseling Program. As schools and districts work to initiate the change, it is essential that everyone is working toward the same goal.

A. Determining the Need for Change
   - Determine and agree that change is necessary.
   - Understand the conditions necessary for effective change.
   - Expect resistance to change.
   - Appreciate and accept the challenges involved.
   - Facilitate communication between counselors and administrators.

B. Getting Organized
   - Form a steering committee to work as a program development team.
   - Obtain commitment to proceed with the development of a comprehensive school counseling program.
   - Develop a timeline for program development.
   - Initiate writing the district’s comprehensive school counseling program manual.
   - Appoint an advisory committee.

C. Assessing the Current Program
   - Use a program audit (e.g., ASCA Program Audit) to identify components and elements in place and to be developed.
   - Identify current counseling functions, activities, and services (see pg. 17).
   - Conduct a counseling time-and-task analysis.
   - Identify how current program resources are used, who is served by the current program, and areas for program improvement.
   - Prepare a report of the assessment of the current program.

D. Assess Needs of the School and District
   - Use data from surveys for teachers, parents or guardians, and students to identify needs.
   - Use school achievement and related data, including attendance, drop-out rates, graduation rates, and college attendance rates.
   - Identify current program strengths and areas where improvement is needed.

Designing the Program- Building the Foundation

A. Develop the Foundation Statements
   - Develop assumptions and beliefs regarding students and learning.
   - Write the program philosophy.
   - Write the program mission statement.
B. Select Competencies
- Identify desired and needed student standards, competencies, and indicators by grade level or by domain.
- Identify a developmental continuum of goals and competencies to be achieved over time.
- Determine program priorities based on data and school needs.

C. Designing the Delivery System
After creating a philosophy, designing a mission statement, and determining competencies for the school counseling program, priorities are identified and corresponding percentages of counselor time are allocated to each component in the delivery system. In addition, a counselor’s job description that reflects 100 percent counseling activities should be developed.

The program must be clear, purposeful, and presented in a manner that can be easily understood by all who are involved in the program.

- Identify specific counseling elements for each program component based on the time percentages allocated.
- Develop action plans.
- Identify the curriculum to be used.
- Determine data you will collect when implementing the program (process, perception, results, immediate, intermediate, and long term).
- Decide who will do what and when.
- Maintain administrative support.

Implementing the Program
In this phase, the school or district school counseling program is put into operation.

A. Implement Program Activities
- Develop a master planning calendar for the program at all levels.
- Determine school counselor target time allocations based upon your program’s design.
- Develop a weekly and monthly planning calendar based on the master calendar.
- Conduct professional development activities.
- Implement the counseling curriculum for each grade level.
- Implement at least one closing-the-gap activity.
- Facilitate changes needed to enhance the program.

B. Promote the School Counseling Program
- Develop a brochure.
- Present the program to the school site staff.
- Develop a Web site for the school counseling department.
- Present the program for approval.
Making the Program Accountable

In this phase, the school implementation team or district will determine how successful the program adoption has been. When the program is fully implemented, an evaluation to determine the program’s effectiveness is conducted and shared with the advisory committee and the administration. Evaluation provides the information to ensure that there is a continuous process to assess the results of the school counseling program.

A. Monitor the Counseling Program
   - Develop evaluation standards and indicators to establish the degree to which the program is in place.
   - Revisit the audit to determine areas of improvement and areas requiring more attention.
   - Reflect on the results when making decisions for program adjustment and improvements. Assess how the counseling team is working together. Develop program results reports.

B. Monitor Counselors’ Growth and Performance
   - Encourage and promote counselor professional growth.
   - Supervise and evaluate counselors’ job performance, based on their comprehensive program job description.

C. Monitor Students’ Progress
   - Assess student mastery of selected student competencies.
   - Assess impact of school counseling program on the selected goals in the action plan (process, perception of, and results data).
   - Assess the impact of the school counseling program effectiveness in the areas of attendance, behavior, and academic achievement.
   - Prepare and share the results report with school site personnel, parents or guardians, and school board.

D. Enhance the Program
   - Commit to the program enhancement process.
   - Collect current needs (e.g., student, school, community) information.
   - Make program enhancement decisions based on evaluation data and current information.
   - Prepare reports of changes planned for the school’s counseling program
   - Implement the newly designed program.
How to Plan, Design, Implement, Evaluate, and Enhance a District’s Comprehensive School Counseling Program

This section of the manual describes the five phases of change that enable school districts to manage the transition to a fully implemented district comprehensive counseling program. The five phases of the transition process are planning, designing, implementing, evaluating, and enhancing.

1. Planning - This phase involves setting the stage for the work that will follow. It involves getting organized and obtaining the commitment of the board of education, administrators, and professional school counselors. It also involves forming a steering committee and advisory committee, as well as conducting a thorough assessment of the district’s current counseling activities and services.

2. Designing - In the design phase of the transition process, the tasks are to develop a comprehensive counseling program manual tailored specifically for the district and to develop an implementation plan to put the program into operation.

3. Implementing - In this phase of the transition process, the desired comprehensive counseling program for the district is implemented. This involves gaining adoption of the program by the board of education and removing non-counseling tasks from professional school counselors’ duties so that they can conduct the necessary duties of the district’s comprehensive counseling program.

4. Evaluating - This phase of the process focuses on the why and how of program evaluation, personnel evaluation, and results evaluation.

5. Enhancing - In this phase of transition, data are used to guide the redesign and improvement of the district's comprehensive counseling program.

Planning

Getting Organized: Year 1

The planning phase starts with the decision to align with the Kansas Comprehensive School Counseling Program. As schools and districts work to initiate the change, it is essential that everyone is working toward the same goal.

The getting organized part of planning begins with the district's decision to develop and implement a comprehensive counseling program. Once this decision is made, a number of tasks have to be completed during the first year. These tasks include: appointing the district's steering committee and advisory council, gaining the board of education's support, developing and implementing the district's comprehensive counseling program, and initiating assessments of the current program and students’ needs.

Planning the Program

A. Determining the Need for Change
   - Determine and agree that change is necessary.
   - Understand the conditions necessary for effective change.
   - Expect some resistance to change.
   - Appreciate and accept the challenges involved.
• Facilitate communication between counselors and administrators.

B. Getting Organized
• Form a steering committee to work as a program development team.
• Obtain commitment to proceed with the development of a comprehensive school counseling program.
• Develop a timeline for program development.
• Initiate writing the district’s comprehensive school counseling program manual.
• Appoint an advisory committee.

C. Assessing the Current Program
• Conduct a program review (e.g., ASCA Program Audit) to identify components and elements in place and to be developed.
• Identify current counseling functions, activities, and services.
• Review activities in light of the delivery system.
• Conduct a counseling time-and-task analysis.
• Identify how current program resources are used, who is served by the current program, and areas for program improvement.
• Prepare a report of the assessment of the current program.

D. Assess Needs of the School and District
• Use data from surveys for teachers, parents or guardians, and students to identify needs.
• Use school achievement and related data, including attendance, dropout rates, graduation rates, and college attendance rates.
• Identify current program strengths and areas where improvement is needed.

Appointing a District Counseling Program Steering Committee

The district counseling program steering committee serves as the internal management group for the process of making the transition to the district’s comprehensive counseling program. This is a district-wide committee charged with the responsibility for coordinating the counseling activities and services in all buildings to ensure a systematic and sequential district-wide program. District steering committee members are key school leaders who serve as visionaries for the program and motivators for the involvement of others. The district steering committee could consist of building-level administrators and professional school counselors from the district’s elementary, middle/junior high, and senior high schools. One or two representatives from the districts’ central office should also be involved. The size of the steering committee is determined locally; however, a group of 6 to 10 persons is recommended. Ordinarily, a member of the counseling department serves as chair.

The responsibilities of the district steering committee include the following:
• Becoming knowledgeable about the Kansas Comprehensive School Counseling Program and the Kansas School Counseling Program Standards.
• Understanding the conditions necessary for change to take place locally.
• Meeting with the administration and the board of education to gain support and secure authorization to proceed with the development and implementation of the district’s program.
Creating the overall plan to develop and implement the district-wide comprehensive counseling program and being responsible to see that the work is completed.

Providing progress reports to the board of education.

Appointing and supervising work groups of professional school counselors as well as others to accomplish the work to be done to fully implement a comprehensive counseling program in the district.

Appointing a School Counseling Program Advisory Committee

The purpose of the advisory committee is to provide advice and counsel concerning the development and implementation of the district’s comprehensive counseling program. The committee provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the district’s comprehensive counseling program. It is important to emphasize that the committee is an advisory group, not a decision-making body.

The members should have a shared enthusiasm for students and counseling. The selection procedure will vary from district to district. It is suggested that the steering committee recommend members for the advisory committee. When identifying potential members, the following points should be considered: (a) The advisory committee should represent the diversity of the district’s patrons and business community (b) Representation should be sought from the school board, school staff, parents/guardians, and students; (c) Community members with diverse viewpoints should be included in the committee selection; and (d) Individuals who possess a shared enthusiasm and commitment to students even though their ideas may differ should be included.

In organizing the advisory committee a number of issues need to be considered, including the following:

- **Size of the Committee** - Some larger districts have advisory committees of 75–80 people, ensuring broad representation and good attendance at each meeting. Other districts have effectively used a group of 12–18 people. Determine the size of group that works most effectively for your district.
- **Composition** - Advisory committees may include school board members, school staff, parents/guardians, students, and community leaders.
- **Length of Appointment** - Appointing members for rotating terms will ensure that there are always experienced members on the committee. It is suggested that the terms be from 2 to 3 years and that the number of years are drawn at the first meeting to determine the length of term each member will serve. If 2 years is identified as the length of term chosen, some of the members of the first committee will serve for just 1 year to preclude all members going off the committee at the same time.
- **Reappointment** - It should be determined if advisory committee members should serve more than one term and, if so, how many times they may be reappointed.
- **Governance of Committee** - It should be determined who will chair the advisory committee and how he or she will be chosen.
- **Frequency of Meetings** - Meetings should be held as frequently as work tasks demand, but the advisory committee should meet at least twice a year.
- **Structure** - The advisory committee may be organized at the district or individual building level. In some districts, an existing school or district-wide advisory committee may assume the functions of the advisory committee.
Gaining Assurances from the Board of Education

During the first year of planning, it is important for the steering committee to meet with the board of education to present a rationale for the needed transition to a comprehensive counseling program and their plan to accomplish this task. The goal is to seek the endorsement of the board of education for the needed transition and the authorization to proceed. By endorsing the concept of a comprehensive counseling program for the district and by authorizing the development and implementation of the program, the board of education:

- Authorizes the administration to provide professional school counselors with the time and resources to develop and implement a comprehensive counseling program under the leadership of the steering committee.
- Receives periodic progress reports from the steering committee.
- Approves the program as an official program of the school district and makes a policy that mandates the program.
- Works with the steering committee and administration to fully implement the program once it is approved.
- Works with the advisory committee and school staff to publicize the program to the community.
- Provides sufficient funding to ensure continued program development, implementation, and evaluation through the program enhancement process.

Assessing the Current Program: Years 1 and 2

In the planning phase of the transition process, one of the major tasks is to thoroughly assess the current program. Groups of professional school counselors from all levels will be required to conduct the work involved. One or more work groups are needed to study and report on internal factors/trends in the district that may have an impact on the development and implementation of the district’s program. In addition, one or more work groups are needed to study factors outside of the school in the community and beyond. Finally, one work group, with members representing all levels, is responsible for organizing the professional school counselors’ time-and-task analysis study. Each of the work groups provides periodic progress reports to the steering committee and submits a final report to the steering committee.

As part of the assessment of the current program, a program audit might be conducted (e.g., ASCA Program Audit see Appendix pg. 45). This information can be used to help determine program enhancement priorities that will lead to addressing students’ needs.

Conducting a Time-and-Task Analysis

The time-and-task analysis is a survey of the time it takes for professional school counselors to perform the tasks they are assigned in the current program. The results of this analysis will provide a basis for comparing the time and tasks involved in the current program to the time and tasks chosen for the desired district’s comprehensive counseling program. A district may conduct the time-and-task analysis using either 15- or 30-minute time intervals (see Appendix for sample time-and-task analysis forms pg.56).

Before a time-and-task analysis is conducted; however, it is important for all of the professional school counselors in the district to meet by grade level (elementary, middle, and high school) to determine where their current tasks fit into the program components. In small school districts, all
professional school counselors in the district may work together to complete this task. This can be accomplished by having each group divide large sheets of paper into five columns. The columns should be labeled (a) counseling curriculum, (b) individual student planning, (c) responsive services, (d) system support, and (e) non-counseling activities (see page 25 for examples of non-counseling activities). The task is for the professional school counselors at each level to list and categorize their current tasks. The result is a chart for each level that contains all of the tasks professional school counselors are currently responsible for, categorized by the four program components and non-counseling activities. This exercise will provide all professional school counselors in a district with the knowledge of what current tasks go where when they complete the time-and-task analysis form so that everyone will interpret the form in the same way. It is important to remember that fair-share activities are included in system support.

The following steps are necessary to conduct the time-and-task analysis:

1. Identify the starting and ending time for the analysis based on the school schedule. The analysis can begin at any time. Ideally, the time-and-task analysis is conducted for a full school year.

2. Use the 30-minute time intervals for the time-and-task analysis (see Appendix pg.56). Begin collecting data on Monday, the first week. The next week collect data on Tuesday. On the third week, collect data on Wednesday. On the fourth week, collect data on Thursday, and on the fifth week, collect data on Friday. Beginning with the sixth week, repeat the process for a full school year.

3. Use the time-and-task analysis form selected to keep track of the actual time professional school counselors currently spend in activities in each program component plus non-counseling activities. Note that the form has a time block for before school, after school, and evening activities conducted as part of the program.

4. Determine the component into which the activity currently being conducted is placed. Place a check in the appropriate category for each 15- or 30-minute interval. For the non-counseling category, write in the actual non-counseling tasks.

5. Analyze the data by counting the total number of 15- or 30-minute daily blocks of time for each day. Do NOT count a block of time when not on duty. Next count the number of 15- or 30-minute intervals marked in each category. Record these figures in the appropriate blocks at the bottom of the survey. Calculate the percentages for the day in each category by dividing the total daily category blocks of time marked by the total daily blocks of time.

6. To get the grand total of the time-and-task analysis form, total the blocks of time for each category for all days. Calculate the percentages of time spent in each category by dividing each grand total category block by the grand total number of all blocks.

7. Chart these percentages for the current program using the time distribution forms (see Appendix).

**Conducting an Internal Factors/Trends Analysis**

This analysis examines factors/trends inside the schools of a district that may impact the development and management of the district’s comprehensive counseling program. These factors/trends may include the following:

- Who the current program is actually serving.
- Existing resources (personnel, equipment, materials, and facilities).
- Counseling activities presently in place, including those directed by professional school counselors and those directed by others.
• Staff expertise that may be helpful in conducting a district’s comprehensive counseling program activities.
• Attitudes of faculty, staff, and students toward the district’s current counseling activities.
• The district/school assessment data.

**Conducting an External Factors/Trends Analysis**

This analysis examines factors/trends outside the schools of the district that may impact the district’s comprehensive counseling program. These factors/trends may include the following:

- Postsecondary activities of graduates.
- Economic conditions of the community.
- Population changes.
- Attitudes of community members.
- Community resources.

**Student Needs Assessment**

Through the needs assessment process, professional school counselors identify the content categories and competencies that students, staff, and parents/guardians rank as priorities. A needs assessment is one basis for the selection of student competencies that will form the content of the district’s comprehensive counseling program. Other bases include the professional judgment of professional school counselors and the advice and counsel of the advisory committee. The needs assessment provides a basis for the selection of counseling activities to be included in the counseling curriculum; individual planning; responsive services program components; and opportunities for student, staff, and parent/guardian input (for examples of needs assessments see Appendix pg. 62).

**Designing**

*Developing and Writing the District’s Desired Comprehensive Counseling Program: Years 2 and 3*

The designing phase of the transition process is the time to design the district’s comprehensive counseling program as it should be. A major goal is to develop and write the district's desired comprehensive counseling program manual.

**Designing the Program- Building the Foundation**

**A. Develop the Foundation Statements**

- Develop assumptions and beliefs regarding students and learning.
- Write the program philosophy.
- Write the program mission statement.

**B. Select Competencies**

- Identify desired and needed student standards, competencies and indicators by grade level or by domain.
- Identify a developmental continuum of goals and competencies to be achieved over time.
• Determine program priorities based on data and school needs.

**Designing the Delivery System**

After creating a philosophy, designing a mission statement and determining competencies for the school counseling program, priorities are identified and corresponding percentages of counselor time are allocated to each component in the delivery system. In addition, a counselor’s job description that reflects 100 percent counseling activities should be developed.

The program must be clear, purposeful and presented in a manner that can be easily understood by all who are involved in the program.

- Identify specific counseling elements for each program component based on the time percentages allocated.
- Develop action plans.
- Identify the curriculum to be used.
- Determine data you will collect when implementing the program (process, perception, results, immediate, intermediate, and long term).
- Decide who will do what and when.
- Maintain administrative support.

**A Sample District’s Comprehensive Counseling Program Manual Outline**

The next step in the design phase is to develop a district-wide comprehensive counseling program manual. The goal should be to include at least the following sections: program overview, student competencies, structural components, program components, job descriptions, performance-based evaluation forms and procedures, and ethical standards, and local school board policy. It will likely take some time to get to this point; however, it is important to have a complete program manual as the goal. It is important to remember that the district's written comprehensive counseling program developed in the design phase is the desired district’s program tailored to meet the needs of the local community. It is the best possible program that will serve all students, parents/guardians, the district, and the community most effectively. It is not a description of the counseling program as it currently exists in the district.

**Section I - Program Overview**

The overview introduces the district’s comprehensive counseling program. It includes the acknowledgments and a list of the people who prepared the manual, as well as a letter or narrative from the superintendent acknowledging the importance of the district’s comprehensive counseling program and the important work of professional school counselors and the other professionals involved.

**Section II - Student Competencies**

This section of the manual consists of the K–12 competencies, by grade-level groupings, identified through the needs assessment process and selected by the counseling staff to serve as the focus of the program.

**Section III - Foundation Components**
The details of each of the foundation components are described in this section and may include beliefs and assumptions, program philosophy and program mission. The following provides an example of a philosophy and mission:

Sample Philosophies

The ABC School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career, and personal/social objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental; therefore, school counseling must be developmental and sequential.

The school counselors believe:
- all students have dignity and worth.
- all students have the right to participate in the school counseling program.
- all students’ ethnic, cultural, and racial differences and special needs are considered in planning and implementing the school counseling program.
- all students K–12 shall have access to a licensed, professional school counselor.

The school counseling program:
- is based on specified goals and developmental student competencies.
- is planned and coordinated with other school staff and the community.
- utilizes the resources of the community.
- is evaluated on specified goals and agreed-upon student competencies.

All counselors:
- abide by professional ethics as advocated by the American School Counselor Association.
- participate in competency renewal essential to maintain a quality program and to facilitate and support students’ learning and development.

The school district believes that the counseling program is an important and integral part of the overall educational process. Because students develop emotionally, socially, and educationally, the district’s counseling program must address the issue of total growth and development. Growth and learning are developmental; therefore, counseling must be developmental and sequential. The need for counseling begins with preschool entrance and continues throughout life. The K–12 developmental program is for all students, yet it recognizes that some individuals have needs that require special attention. As a result, the district’s comprehensive counseling program is for all students, responding to their developmental needs as well as to their immediate concerns and problems.

Sample Mission Statements
The mission of the ABC School District School Counseling Program is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians, and the community, school counselors facilitate the support system to ensure all students in ABC School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

The mission of the ABC School District School Counseling Program is to enable all students to acquire the academic, career, and personal/social competencies to function and contribute in a changing society and support and facilitate students’ growth and learning.

**Section IV - Program Components**

Section IV of the district’s manual presents descriptions of each of the four program components.

**Counseling Curriculum** - The district’s counseling curriculum is outlined by identifying and describing the topics and competencies covered in each grade or grade-level grouping. The student needs assessment process described earlier provides information that helps select competencies for the curriculum. It is important to note that this section of the manual provides only an overview of the curriculum. It is not necessary to include lesson plans or activities. The time allocated for the counseling curriculum should be noted in this section.

**Individual Student Planning** - In this section of the manual, a full description of the students’ individual planning process is presented. This should include the forms (e.g., 4-, 7-, or 8-year plans, portfolios) that professional school counselors use to facilitate student planning. The ways parents/guardians are involved should be specified. For example, if professional school counselors meet with students and parents/guardians at key transition points in the educational process, how and when this is completed should be explained in this section. Also, the professional school counselor’s time required to achieve the goals of individual student planning should be listed for the upper elementary, middle, and high school levels.

**Responsive Services** - The responsive services section provides descriptions of the services provided including individual and small-group counseling, consultation, and referral. For individual counseling, it is important to define and list the topics that professional school counselors and students typically work on by grade-level groupings. Small-group counseling also should be defined and the topics covered listed. Parental permission forms, if used, should be included. In addition, consultation should be defined. Because professional school counselors consult with parents/guardians, teachers, administrators, and other professionals, it is important to list the topics for which consultation is provided. Finally, the referral process should be presented in detail. The process and forms used, the referral sources, and parental and school involvement should be included. The required professional school counselor’s time for responsive services should be listed in this section.

**System Support** - A description of all of the activities conducted in system support in the district is contained in this section. As with the other program components, the required professional school counselor’s time for system support should be listed in this section.
Section V - Job Descriptions

In this section, job descriptions for elementary, middle school, and high school professional school counselors are presented. Job descriptions should contain only those duties that are required to fully implement the district’s comprehensive counseling program. This includes fair-share responsibilities. Duties assigned to professional school counselors that are above and beyond fair-share responsibilities are categorized as non-counseling, need reassignment, and should not be included in job descriptions (see Appendix p.67, 71 and 72 for examples of job descriptions).

Section VI - Guidelines for Performance-Based Professional School Counselor Evaluation

The forms used for the performance-based evaluation of professional school counselors are included in this section. The process is to supervise and evaluate professional school counselors. Ideally, the performance-based evaluation follows from the job description which is based on the comprehensive school counseling program (see Appendix pg. 73 for link to performance-based evaluation).

Section VII - Ethical Standards and School Board Policy

To remind professional school counselors and administrators of the ethical guidelines under which professional school counselors must work, it is important to include copies of relevant professional association standards. See Appendix (pg.74 for the ethical standards of the American School Counselor Association and the American Counseling Association. Also, it is important to include, if developed, the local board of education's policy for the district's counseling program.

Implementing

Putting the Comprehensive Counseling Program into Full Operation: Years 3 and 4

This is the transition phase in which the district’s comprehensive counseling program is put into full operation. A number of steps have to be taken for this to occur. First and most importantly, a plan must be developed to reassign non-counseling activities so that professional school counselors can develop their individual calendars based on the necessary time allotments chosen in the design phase to conduct all of the activities of the four program components. In addition, it is important to have the local board of education approve the program and recognize it as integral to the educational program of the school. For this to occur, the members of the board of education must have a working knowledge of the program so that they are prepared to support it in all of their subsequent decisions. They must develop a sense of ownership of the program because it is the district's program. It is the steering committee's responsibility, if utilized, to ensure that this happens. Finally, it is important to continue public information efforts to keep school personnel, parents/guardians, and the community informed about the benefits of the district's comprehensive counseling program.

Implementing the Program

In this phase, the school or district school counseling program is put into operation.
A. Implement Program Activities

- Develop a master planning calendar for the program at all levels.
- Determine school counselor target time allocations based upon the program's design.
- Develop a weekly and monthly planning calendar based on the master calendar.
- Conduct professional development activities.
- Implement the counseling curriculum for each grade level.
- Implement at least one closing the gap activity.
- Facilitate changes needed to enhance the program.

B. Promote the School Counseling Program

- Develop a brochure.
- Present the program to the school site staff.
- Develop a Web site for the school counseling department.
- Present the program for approval.

Reassignment of Non-Counseling Duties

The professional school counselor's time-and-task analysis has revealed all of the activities that professional school counselors are currently performing. A number of these activities are non-counseling and should not be part of the desired district's counseling program. A few of them are activities that all school staff members, including professional school counselors, are involved in completing. These activities are fair-share responsibilities for professional school counselors and are included in system support. Reassignment of non-counseling activities is necessary to allow professional school counselors to devote their time to fully implementing the district's comprehensive counseling program and focus on meeting the students' academic, career, and personal/social needs and facilitating and supporting students' learning. The reassignment process will take time to complete; however, working to focus on program priorities is essential.

Budget constraints in many districts may preclude the instantaneous reassignment of non-counseling duties. To ensure that the transition to a fully implemented comprehensive counseling program is made systematically; however, it is critical that a written non-counseling activities displacement plan is developed as a part of the overall implementation plan presented to the board of education. A statewide task force of Missouri administrators and professional school counselors developed the ideas that follow for reassignment consideration. They identified non-counseling duties, grouped them into four categories (supervisory duties, clerical duties, special programs and services, and administrative duties). Examples of non-counseling duties include substitute teaching, administering the school testing program, maintaining permanent records, developing the master schedule, monitoring attendance, supervising cafeteria, managing and monitoring the special education requirements, and changing student schedules.

Establish Master Calendars by Level and Develop Individual Calendars for All Professional School Counselors to Fully Implement the District's Comprehensive Counseling Program

Using locally identified priorities, professional school counselors should list the activities to accomplish each month in each program component on master calendars for the elementary,
middle, and high school levels. Master calendars enable professional school counselors to see, organize, and manage the activities of the program. They provide a timeframe for scheduling resources and equipment. They also provide an organized, systematic way to implement and deliver the district’s comprehensive counseling program. Master calendars enable professional school counselors to organize their time to meet students’ needs and to communicate the goal of the district’s comprehensive counseling program to students, staff, parents/guardians, and the community. Master calendars help to integrate the district’s counseling program with other school activities and encourage total staff involvement.

Based on the master calendars for each level, professional school counselors may then schedule their activities using a weekly planner (a page from a weekly planner is found in Appendix pg.92). It is important to keep in mind the agreed-upon desired time allotments for each program component so that balance is maintained in carrying out the district’s comprehensive counseling program. The weekly planner may also be used as a self-checking device to determine how effectively professional school counselor’s time is balanced across the four program components.

Obtain Board of Education’s Approval of the Program, a Policy for the Program, and a Plan to Implement the Program

In preparation for the board of education’s presentation, the steering committee should work closely with the superintendent and sufficient time should be secured on the agenda to thoroughly explain the program and to answer the questions/concerns of board members. It is important for the board to clearly understand the district’s comprehensive counseling program and the operational implications of approving it (e.g., budget, reassignment of non-counseling activities, adequate facilities, resources, and staff development). In addition, it is important to gain approval of the plan to implement the program and a board policy to guide the program. Materials presented to the board of education should include the following:

- The district’s comprehensive counseling program overview tailored specifically to the needs of the local district.
- A proposed implementation plan that includes multi-year steps and timelines for full implementation; resource needs such as additional staff, facilities, equipment, materials; guidelines for the reassignment of non-counseling activities and projected annual budget needs (start-up as well as ongoing) by year.

In order to maximize the board presentation, focus should be on how the program contributes to overall student success, including student learning and achievement, as well as the school district’s mission and the school improvement plan. Outcomes of the board’s approval process should include the following:

- Approval of the district’s comprehensive counseling program, as well as a plan to implement it including the reassignment of non-counseling activities.
- A board policy that guides the district’s comprehensive counseling program.

Remove Barriers that Impede Progress

Making transitions always requires negotiating barriers, especially when people and change are involved. The transition to a district comprehensive counseling program is no exception. The planning phase emphasizes the need to plan proactively for the resistance (subtle and overt) that will naturally occur as the program is introduced. Knowing what to expect in terms of
potential challenges will help districts engage in anticipatory planning to avoid and/or effectively deal with the barriers that appear to block the change.

Professional school counselors can learn from the experiences of others who have been involved in implementing comprehensive counseling programs. In Missouri approximately 300 professional school counselors and administrators were asked to identify the barriers they had faced in their work toward full implementation. Their responses were grouped into the nine categories listed below:

1. Counselors’ job responsibilities do not allow 100% involvement in the counseling program.
2. There is a lack of administrative support.
3. The counselor-to-student ratio is too high.
4. Various groups resist the program.
5. Classroom involvement interferes with immediate response to crises.
6. There is a lack of resources.
7. Special services programs take time away from the comprehensive counseling program.
8. Some teachers are resistant to relinquish time for classroom counseling activities.
9. There is a lack of communication.

The same professional school counselors and administrators were then asked to identify possible solutions for each of the barriers (see Appendix pg. 84 for a complete listing of their recommendations for moving beyond barriers to solutions and actions that promote progress).

Provide Public Information

After the board of education has officially approved the district’s comprehensive counseling program, the steering committee should work with the superintendent’s or principal’s office to plan a way to formally initiate the program. The advisory committee should be included in the planning process to coordinate an event that will involve students, parents/guardians, teachers, administrators and business leaders, as well as the board of education and the superintendent. It is important to keep all informed about the activities of the program and to communicate regularly about the successes of the program to the school and the community. Advocacy of the program is essential. Providing key stakeholders an overview of the school counseling program can be an important tool in advocating for the program.

Evaluating

*Demonstrating Accountability: Years 5 and 6*

In this phase, the school implementation team or district will determine how successful the program adoption has been. When the program is fully implemented, an evaluation to determine the program’s effectiveness is conducted and shared with the advisory committee. Evaluation provides the information to ensure that there is a continuous process to assess the results of the school counseling program.

A. Monitor the Counseling Program

- Develop evaluation standards and indicators to establish the degree to which the program is in place.
- Revisit the audit to determine areas of improvement and areas requiring more attention.
- Reflect on the results when making decisions for program adjustment and improvements.
• Assess how the counseling team is working together.
• Develop program results reports.

B. Monitor Counselors' Growth and Performance
• Encourage and promote counselor professional growth.
• Supervise and evaluate counselors’ job performance, based on their comprehensive program job description.

C. Monitor Students' Progress
• Assess student mastery of selected student competencies.
• Assess impact of school counseling program on the selected goals in the action plan (process, perception, and results data).
• Assess the impact of the school counseling program effectiveness in the areas of attendance, behavior, and academic achievement.
• Prepare and share the results report with school site, parents, or guardians, and school board.

"Demonstrating accountability through the measured effectiveness of the delivery of the counseling program and the performance of the counseling staff helps ensure that students, parents/guardians, teachers, administrators, and the general public will continue to benefit from quality comprehensive counseling programs" (Gysbers & Henderson, 2000 p. 284). To achieve accountability, evaluation is needed concerning program, personnel, and results. Program evaluation focuses on the nature, structure, organization, and implementation of the school district's counseling program. Personnel evaluation focuses on the professional school counselors and other personnel who are implementing the program. Results evaluation focuses on the impact the program is having on students, the schools where they learn, and the communities in which they live. Thus, the overall evaluation of a school district’s counseling program has to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation.

**Program Evaluation**

Counseling program evaluation asks two questions. First, is there a written counseling program in the school district? Second, is the written counseling program the actual implemented program in the buildings of the district? Discrepancies between the written program and the implemented program, if present, come into sharp focus as the program evaluation process unfolds.

To conduct a program evaluation, program standards are required. Program standards are acknowledged measures of comparison or the criteria used to judge the adequacy of the nature and structure of the program as well as the degrees to which the program is in place. As the implementation process continues, the ASCA Audit (see Appendix pg. 45) is a tool that can be used to determine the extent to which a program is being implemented.

**Personnel Evaluation**

Personnel evaluation begins with organizational structure and activities of the district’s comprehensive counseling program. A major first step is the development of job descriptions for professional school counselors that are based directly on the structure and activities of the
school district’s comprehensive counseling program. Based on the Kansas Comprehensive Counseling Program framework, the job description includes the following key duties:

1. The professional school counselor implements the counseling curriculum component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

2. The professional school counselor implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.

3. The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation, and referral skills.

4. The professional school counselor implements the system support component through effective counseling program management and support for other educational programs.

5. The professional school counselor uses professional communication and interaction with the school community.

6. The professional school counselor fulfills professional responsibilities.

Counseling program personnel evaluation is based directly on their job descriptions and should have two parts: formative (ongoing) and summative (end) evaluations. The performance-based professional school counselor evaluation form identifies the performance areas to be supervised and evaluated. For each area of responsibility—counseling curriculum, individual student planning, responsive services, system support, professional and interpersonal relationships, and professional responsibilities—the standards of performance can be described, ranging from meeting expectations to not meeting expectations in observable and measurable terms. The usefulness of this type of evaluation goes beyond judging past performance. It focuses on actual performance/accomplishments during the evaluation period. Because it is improvement oriented, it targets future directions and goals.

Results Evaluation

Having established that a counseling program is fully functioning in a school district through program evaluation and having established through personnel evaluation that school counselors and other counseling program personnel are conducting the duties listed on their jobs descriptions full-time, it now is possible to evaluate the results of the program. When and where possible, relate the results evaluation that the professional school counselors of the district are conducting to the mission of the school and to the goals of the district’s school improvement plan. By doing this, professional school counselors will be able to show how their work in the district’s counseling program directly connects to the school’s mission and the goals of the school district’s improvement plan. To illustrate, the focus is often on improving student academic achievement, creating safe building environments free from disruptive behavior, and ensuring that students are well prepared to go on to further education or into the workplace upon graduation. Because comprehensive school counseling programs have substantial contributions to make to the achievement of these goals, specific student outcomes within these goals can be identified that are believed to result from student participation in counseling program activities and services. They become the outcomes you will focus on in your results evaluation.

What would results evaluation in a district look like that followed this plan? Suppose that a district’s school improvement plan had goals that focused on creating safe building environments free from disruptive behavior and violence, having students take more rigorous
course work that leads to increased student achievement, and ensuring that all students are well prepared to go to work or on to further education upon graduation. What contributions could a district’s counseling program make to these goals? How could each of the three types of results evaluation be conducted to demonstrate the district’s counseling program contributions to these goals? What follows are some ideas for each type of results evaluation environments free from disruptive behavior and violence, having students take more rigorous course work that leads to increased student achievement, and ensuring that all students are well prepared to go to work or on to further education upon graduation. What contributions could a district’s counseling program make to these goals? How could each of the three types of results evaluation be conducted to demonstrate the district’s counseling program contributions to these goals?

Data and Results Evaluation

From the ASCA National Model—

Disaggregate Data—
To ensure every student achieves high academic standards and masters student competencies, it is important to not just look at aggregate, global data from the entire student body but to also disaggregate the data. To disaggregate data, school counselors should separate data by variables to see if there are any groups of students who may not be doing as well as others. As examples, data may be disaggregated by:

- Gender
- Ethnicity
- Socioeconomic status
- Special education
- Grade level
- Teacher

Program Evaluation Data—
It is critically important that school counselors use data to show the school counseling program’s impact. To do this, counselors need to evaluate process, perception, and results data collected at various times (immediate, intermediate, long term).

Process data—
Process data answer the question, “What did you do for whom?” and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice (e.g., Did school counseling lessons on violence prevention occur in every sixth grade class? How many students were affected? How many students participated in small group counseling?).

Perception data—
Perception data answer the question, “What do you think they know, believe, or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, and competencies achieved. These data are often collected through pre-post surveys, tests, or skill demonstration opportunities (e.g., presentations or role plays, data, competency achievement, surveys, evaluation forms).

Results data—
Results data answer the “so what” question. The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students’ ability to utilize their knowledge, attitudes, and skills to effect behavior change. These data are collected from myriad sources (e.g., attendance rates, number of discipline referrals, grade point averages, and graduation rates).

Immediate results—
Data that measure the immediate impact of knowledge, skills, and attitudes change as a result of counselor activity or intervention (e.g., pre-post tests on student competencies addressed in a classroom unity; four-year plan is completed).

Intermediate results—
Data collected to measure application of knowledge, skills, and attitudes over a short period of time (e.g., improved test-taking ability, improved classroom behavior after small group counseling, improved grades over a quarter following homework or study skills lessons).

Long-term results—
School-wide (or class) year-to-year, longitudinal student impact data collected for various areas (e.g., student attendance, graduation rates, suspension data).

**Enhancing**

The enhancing process uses the data gathered from program, personnel, and results evaluations to redesign and enhance the comprehensive counseling program that has been in place. The program enhancement process connects back to the beginning as the program redesign unfolds but at a higher level.

- Commit to the program enhancement process.
- Collect current needs (e.g., student, school, community) information.
- Make program enhancement decisions based on evaluation data and current information.
- Prepare reports of changes planned for the school’s counseling program.
- Implement the newly designed program.

The following are illustrative of areas in which enhancements might be made based on the evaluation data or best practices in the profession:
- Professional school counselor time allocation
- Student competencies
- Professional development
- Public relations
- Non-counseling activities
- Clerical support
Applying Kansas Multi-Tiered System of Support to Comprehensive School Counseling Program

MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards. More information is available at www.kansasmtss.org

INTRODUCTION

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

There are two federal laws that have made a difference in how schools deliver and coordinate services for children. The first is the No Child Left Behind Act (NCLB). This Act set a standard for schools that by the year 2014 all students are to meet standards in the areas of reading and math and that schools would have a high graduation rate and a low dropout rate.

The second law influencing districts and schools to adopt a MTSS is the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). IDEA is the federal law that defines and explains special education in this country. In this law, the term Response to Intervention (RtI) was introduced and will influence the way districts identify and serve students with exceptionalities.

Core Beliefs

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

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

**WHAT DOES MULTI-TIERED SYSTEM OF SUPPORT (MTSS) MEAN?**

Districts and schools have many people and programs involved in the education of children, including parents. While the classroom teacher is the major player in the school setting, he or she may have other people to assist with a child’s education. These may be reading specialists, special education teachers, counselors, or teaching assistants (paraprofessionals). While our schools operate with the child’s best interest in mind, sometimes coordinating efforts and techniques is a challenge.

MTSS is a way for schools and districts to step back and make sure that four things happen from a very coordinated standpoint:

- Students who need additional support are identified early
- Students identified as needing more support are provided support targeted at their specific needs using sound instructional programs or strategies
- Students progress is monitored frequently so we know if we are on track with our efforts
- Teachers and schools are using the data to change the path when needed and they have a formal system of support to assist with these changes

**DEFINITION OF MTSS**

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

**WHAT ARE THE GOALS OF MTSS?**

The main goal of MTSS is for schools to use their resources in ways that help figure out what it takes for each child to be successful. This is accomplished by:

- Being prevention oriented: knowing who needs support early each year and putting those supports in place
- Implement evidence based interventions for all students and tailoring interventions based on a student’s needs.
- Using progress monitoring data to know when to make a change in instruction.
### WHAT DOES MTSS LOOK LIKE?

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<th><strong>ACADEMICS</strong></th>
<th><strong>BEHAVIOR</strong></th>
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<td>▪ Student centered planning</td>
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<td>▪ Customized interventions</td>
<td>▪ Customized function-based interventions</td>
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<td></td>
<td>▪ Frequent progress monitoring to guide intervention design</td>
<td>▪ Frequent progress monitoring to guide intervention design</td>
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<tr>
<td>Some Students: Tier 2</td>
<td>▪ Supplemental targeted skill intervention</td>
<td>▪ Supplemental targeted function-based interventions</td>
</tr>
<tr>
<td></td>
<td>▪ Small groups</td>
<td>▪ Small groups or individual support</td>
</tr>
<tr>
<td></td>
<td>▪ Frequent progress monitoring to guide intervention design</td>
<td>▪ Frequent progress monitoring to guide intervention design</td>
</tr>
<tr>
<td>All Students: Tier 1</td>
<td>▪ Evidence based core curriculum &amp; instruction</td>
<td>▪ Positive behavioral expectations</td>
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<td></td>
<td>▪ Assessment system and data-based decision making</td>
<td>▪ Explicitly taught and reinforced</td>
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<td></td>
<td></td>
<td>▪ Consistent approach to discipline</td>
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<tr>
<td></td>
<td></td>
<td>▪ Assessment system and data-based decision making</td>
</tr>
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</table>
FIGURE II MTSS

Kansas Multi-Tiered System of Support (MTSS)

Behavior
• Student centered planning
• Customized function-based interventions
• Frequent progress monitoring to guide intervention design

Academics
• More intense supplemental targeted skill interventions
• Customized interventions
• Frequent progress monitoring to guide intervention design

Few
• Supplemental targeted function-based interventions
• Small groups or individual support
• Frequent progress monitoring to guide intervention design

Some
• Supplemental targeted skill interventions
• Small groups
• Frequent progress monitoring to guide intervention design

All
• All students, All settings
• Positive behavioral expectations explicitly taught and reinforced
• Consistent approach to discipline
• Assessment system and data-based decision making

• All students
• Evidence-based core curriculum & instruction
• Assessment system and data-based decision making

KSDE - July 2007 Draft
**IS MTSS THE SAME IN ALL SCHOOLS?**

No. While all schools in Kansas share the same goal for MTSS, they may go about accomplishing that in different ways. Schools in our state have different resources and may have different ways of working together.

**What if the child’s response to the interventions leads the team to suspect that he/she might be a child with exceptionality?**

If intense interventions attempts are unsuccessful, or if what works requires a very intense or high level of support to maintain the child’s progress, the team may carry the intervention forward into a special education initial evaluation. Also, at any point in time regardless of the interventions or supports being provided to the student, the parent may request an initial evaluation. During any initial evaluation the team will be part of carrying out a more intense intervention plan to determine 1) is the child a child with an exceptionality and 2) does the child need specially designed instruction in order to progress in the general education curriculum. The outcome of this process is always an intervention plan. If the child is found to be a child with exceptionality, the plan will be an Individual Education Plan (IEP). If the child is not found to be a child with exceptionality, the plan will be a Student Improvement Plan, or in some instances a Section 504 Plan. In the end, it should be the school’s goal to have a plan in place that they think will work for the child and a progress monitoring system to help determine if the plan is working.

From: *Parent Involvement in a Multi-Tiered System of Support*

Dawn Miller, Ph. D., Northeast Kansas Education Service Center, Project SPOT

Adapted from the work of John Copenhaver, Director, Mountain Plains Regional Resource Center

[www.kansasmtss.org](http://www.kansasmtss.org)
KANSAS SCHOOL COUNSELING AND MTSS

The Kansas School Counseling Pyramid of Intervention is a graphic organizer that illustrates layers of instructional and behavioral intervention efforts that can be provided to students according to their individual needs. Additionally, the Student Achievement Pyramid of Intervention can serve as a framework for discussion among collaborative professional learning communities that are willing to explore and engage in all avenues available to assist students in their learning process.

While the Kansas School Counseling Pyramid of Intervention may sound like “educational jargon,” it provides a framework to align practices with the mission of learning for everyone. Richard DuFour says that pyramids of intervention prod us to ask the following questions: “Are our kids learning? How do we know that they are learning? And, most importantly, what are we prepared to do when they do not learn?” DuFour asserts that the final question is the distinguishing characteristic of a professional learning community.

In a professional learning community, DuFour states, there is a commitment to help students learn, but the commitment goes much deeper than in schools without professional learning communities. “In the professional learning community, we say that learning is so important that we are going to do whatever it takes (academically and behaviorally) to help you learn, and we are not going to let up on you until you do learn.”

Research consistently points out that student growth is enhanced when evaluation results are used to guide continued instruction. This concept of monitoring students’ progress, or “progress monitoring,” enables educators to determine if students are increasing their skills as expected, or if they need additional instructional interventions to enable them to maximize academic and behavioral success.

The Kansas School Counseling Pyramid of Intervention represents the process of continually implementing “progress monitoring” and then providing layers of more and more intensive interventions so that students can be successful and progress in their learning. This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Neither does it allow high-achieving students to languish in a curriculum that is not challenging to them. This approach focuses on determining when students are struggling and providing strategic interventions to help them shore up their areas of need; it also documents students’ strength and provides additional challenge in a variety of ways. Kansas School Counseling Pyramid of Intervention begins with standards-based classrooms serving as the foundation for teaching and learning.
FIGURE III  SCHOOL COUNSELING PYRAMID OF INTERVENTION

Tier 4
Intervention Sources
Targeted students participate in or receive services from government, non-profits, and/or private agencies for interventions to address chronic issues that impede learning.
Examples:
substance and addiction, foster care, juvenile justice system, mental health

Tier 3
School Counseling Program Intervention
Targeted students participate in activities that are in addition to Tier 1 and Tier 2, but also include specific interventions designed for individual needs.
Some examples:
Grief counseling, referrals, crisis management counseling, and individual responsive services

Tier 2
Intentional Guidance and Counseling
Targeted students participate in specific guidance and counseling activities that address the identified concerns. The identified concerns come from relevant data. Some data drivers:
Small group sessions on discipline, attendance, mediation, conflict resolution and retention issues

Tier 1
Standards and Competency Based Guidance and Counseling Program
Program Standards are provided to all students:
• Academic/Social/Emotional and Career Development
• Comprehensive School Counseling Model
• Kansas Department of Education Standards
• American School Counselors Association (ASCA)

Kansas Department of Education - Dr. Alexa Posny Commissioner
KANSAS SCHOOL COUNSELING
PYRAMID OF INTERVENTION

The graphic organizer is a representation of an integration of the American School Counseling Association’s (ASCA) Comprehensive Program and the Kansas MTSS initiative; it is a tool from which school counselors could select the appropriate level of intervention based on the specific needs of students.

THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The building block components of the comprehensive school counseling program (www.schoolcounselor.org) are represented on the outside of the pyramid as:

- Assessments and Use of Data
- Counseling Curriculum
- Counseling Competencies
- Teaming and Collaboration
- Advocacy

The comprehensive school counseling framework is a standards-based foundation for successful school counseling programs and must be in place in order to facilitate an effective intervention strategy. For more information on implementing a comprehensive program go to http://www.ksde.org/Default.aspx?tabid=149 for the Kansas standards and model practices.

Levels (Tiers) of Intervention

**TIER 1:** Standards Based Classroom Learning describes effective instruction that should be happening in all classrooms for all students. As Kansas moves towards phasing in the implementation of the Kansas school counseling standards it is recognized that the curriculum standards are the foundation for the learning that occurs in each classroom. This type of instruction/learning focuses on the standards and includes evidenced based instruction that is differentiated according to students’ various needs in all three domains (personal-social; academic; career). Counselors utilize progress monitoring results to guide and adjust instruction. Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development. This tier represents effective, strategic, and expert instruction that is ideally available in all classrooms. Through standards-based learning and on-going formative assessments we can answer DuFour’s questions of “are kids learning; and how are they learning?”

**TIER 2:** Needs Based Instruction/Learning: Intentional Guidance and Counseling: Tier Two becomes the answer to the question “what are we prepared to do when they do not learn?” Tier 2 describes pre-planned interventions that should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone. In many schools in Kansas,
students who need additional interventions in the general classroom have been referred to the Student Support Team and possibly evaluated for special education services. The new conceptual framework illustrates the potential for having interventions for students before their gap becomes so large that specialized instruction is needed. Tier 2 interventions are not a substitution for Tier 1 interventions, but are layered in addition to the Tier 1 instruction that is provided. Tier 2 interventions are not solely reliant on the expertise and diligence of individual teachers across the school. They should include pre-planned interventions developed and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them. Working collaboratively, counselors and school leaders should determine concepts and content areas that have traditionally proven difficult for students in their school. Then, they should develop interventions that are available when specific students show weaknesses in those areas. For middle school students who struggle with getting along Tier interventions may include structured, diligent, pre-planned small group interventions for those specified students. Similarly, schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as advanced placement, dual credit, service learning, mentoring/shadowing etc. be prepared to provide modified curriculum. All students who need a Tier 2 intervention (in addition to their Tier 1 instruction) should be identified through the progress monitoring evaluation data.

Tier 2 interventions can be used at all school levels. Virtually every high school has students who become disenfranchised and unsuccessful and therefore become high risk for dropping out of school. High schools, possibly in collaboration with local middle schools, can anticipate this and identify those students very early in their high school careers who are high risk for this type of difficulty. They can then build systematic mentoring programs that encourage students to become active and engaged in high school activities. In addition, specific academic interventions can be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that high risk students will have the necessary skills to be successful. To maintain motivation and improve academic achievement, high schools should use a variety of strategies to encourage more students to engage in rigorous coursework, e.g., vertical teaming that leads to AP courses.

Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being “Tier 2 students” and thereby create lower expectations or tracking for those students. Tier 2 interventions are proactive and maintain high expectations for all students.

TIER 3: Student Support Team Driven Instruction/Learning provides an additional layer of analysis and interventions. The Student Support Team (and other small group teams such as the Gifted Eligibility Team) meets to discuss students who are still not provided the instructional/behavioral experiences to meet their needs. During this process, the diagnostic team analyzes the specific needs of the individual student. In Tier 2, schools establish standard intervention protocols that are available across the school. Tier 3 becomes much more individualized as the student’s teachers, counselor, and parents systematically determine the issues that need to be addressed for the student. Instructional interventions are then strategically put in place for the student and progress monitoring processes, including sensitive instruments that may be formal or informal in nature, are implemented frequently to determine if the student is responding to the interventions. Effective Tier 3 activities are exemplified by systematic activities to determine a student’s needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student’s individual needs, and frequent progress monitoring to inform continued instruction (i.e. grief counseling; crisis managements; individual responsive services).
**TIER 4:** Intervention Sources are developed specifically for targeted students based on their respective needs; they will participate in or receive services from government, non profits, and/or private agencies for interventions to address chronic issues that impede learning. Examples: substance abuse and addiction, foster care, juvenile justice system, mental health prior to specialized services. Tier 4 will provide instruction that is targeted and specialized to meet students’ acute needs. Tier 4 interventions would include students who have been identified with needs that exceed the current capacity of the school counseling program. KSDE encourages schools to recognize and then refer to appropriate community services those incapacities that exceed the scope of the school counseling program. It may include special education and related services for eligible students, provided in the general education classroom, or in some cases, in a resource room. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting beyond the capacity of school professionals. Tier 4 is not a substitute for Tier 2, but is layered upon Tier 2 interventions.

For more information contact Kent Reed (kreed@ksde.org) at the KSDE.
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<th>RESOURCES</th>
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<td>Program Components and Sample Activities</td>
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<td>• Philosophy</td>
<td>• Classroom guidance</td>
<td>• Collaboration with stakeholders</td>
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<td>• Mission</td>
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Sample Distribution of School Counselor Time

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Note: E. S. = elementary school
M. S. = middle school
H. S. = high school
The ASCA National Model: A Framework for School Counseling Programs

Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA’s National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits 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 weaknesses are determined, and goals are created for the following school year.

School____________________________________ Date______________

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

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<th>Completed</th>
<th>Implemented</th>
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<td>1.2 Indicates an agreed-upon belief system about the ability of every student to achieve</td>
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<tr>
<td>1.3 Addresses every student’s right to a school counseling program</td>
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<tr>
<td>1.4 Includes a plan of closing-the-gap activities for underserved student populations</td>
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<tr>
<td>1.5 Focus is on primary prevention, intervention and student-developmental needs</td>
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<tr>
<td>1.6 Identifies the persons to be involved in the delivery of program activities</td>
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<tr>
<td>1.7 Identifies who will plan and who will manage the program</td>
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<tr>
<td>1.8 Defines how the program will be evaluated and by whom</td>
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<tr>
<td>1.9 Includes ethical guidelines and standards</td>
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<tr>
<td>1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council</td>
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</tbody>
</table>
II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 A mission statement has been written for the school counseling program</td>
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<tr>
<td>2.2 Written with the student as the primary client</td>
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<tr>
<td>2.3 Written for every student</td>
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<tr>
<td>2.4 Indicates the content or competencies to be learned</td>
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<tr>
<td>2.5 Links with the vision, purpose and mission of the state, district and the school</td>
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<tr>
<td>2.6 Indicates the long-range results desired for all students</td>
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<tr>
<td>2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board.</td>
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</tbody>
</table>

III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>3.1 Goals have been written for the school counseling program</td>
<td></td>
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<tr>
<td>3.2 Reflect the domains in the ASCA National Standards for School Counseling Programs</td>
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<tr>
<td>3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)</td>
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<tr>
<td>3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured</td>
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<tr>
<td>3.5 Goals have been presented to and accepted by administration, counselors and the advisory council</td>
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</table>
IV. ASCA NATIONAL STANDARD/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situating to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

<table>
<thead>
<tr>
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<th>None</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social)</td>
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<tr>
<td>4.2 Developmentally appropriate student competencies are specified for each grade-level grouping</td>
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<tr>
<td>4.3 Selected competencies are based on assessment of student needs and are measurable or observable</td>
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<td>4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student results</td>
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<tr>
<td>4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council</td>
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</table>

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.</td>
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<tr>
<td>5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.</td>
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<td>5.3 Content is measurable (by pre-post tests, product creation or other methods)</td>
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<tr>
<td>5.4 Materials, equipment and facilities are available to support the program delivery.</td>
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<tr>
<td>5.5 Effectiveness of curriculum is evaluated annually</td>
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<tr>
<td>5.6 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council</td>
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</table>
VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>6.1 There is a systemic approach to helping students make appropriate education plans.</td>
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<tr>
<td>6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests</td>
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<tr>
<td>6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)</td>
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<tr>
<td>6.4 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement</td>
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<tr>
<td>6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents</td>
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<td>6.6 The district-wide tools used for educational planning have been presented to the board</td>
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</table>
VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc)</td>
<td></td>
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<tr>
<td>7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)</td>
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<tr>
<td>7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning</td>
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<tr>
<td>7.4 Responsive services include:</td>
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<tr>
<td>Individual and small-group counseling</td>
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<tr>
<td>Crisis counseling</td>
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<tr>
<td>Peer facilitation</td>
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<tr>
<td>Consultation/collaboration</td>
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<tr>
<td>Referral system</td>
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<tr>
<td>7.5 A system is in place to ensure intervention for identified students.</td>
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</tbody>
</table>

VIII. SYSTEM SUPPORT

System support consists of management activities that establish, maintain and enhance the total counseling program.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>8.1 System support services have been created collaboratively with counselors and administrators</td>
<td></td>
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<tr>
<td>8.2 Counselors provide professional development to staff regarding the school counseling program</td>
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<tr>
<td>8.3 Counselors participate in professional development activities</td>
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<tr>
<td>8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils</td>
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</table>
The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR / ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

<table>
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<tr>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>9.0 There is a clear division between assumed accountability for results and assigned duties</td>
</tr>
<tr>
<td>9.1 The expected results are clearly delineated</td>
</tr>
<tr>
<td>9.2 Counselors and administrators agree on assignments of counselors</td>
</tr>
<tr>
<td>9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.</td>
</tr>
</tbody>
</table>

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<tbody>
<tr>
<td>10.1 An advisory council has been organized and has established meeting dates and has identified tasks</td>
</tr>
<tr>
<td>10.2 The advisory council has appropriate representative membership</td>
</tr>
<tr>
<td>10.3 The advisory council meets at least twice a year</td>
</tr>
<tr>
<td>10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations</td>
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</tbody>
</table>
XI. USE OF DATA and STUDENT MONITORING

Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

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<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>11.1 District- and site-specific data on student achievement are collected and disaggregated</td>
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<td></td>
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<tr>
<td>11.2 District- and site-specific data on achievement related data are collected and disaggregated</td>
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<tr>
<td>11.3 Standards and competency-related data are collected and disaggregated</td>
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<tr>
<td>11.4 Counselors are accountable for monitoring the progress of every student</td>
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<tr>
<td>11.5 There is an established means to monitor students’ progress in guidance-related competencies, including academic achievement</td>
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<tr>
<td>11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation</td>
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<tr>
<td>11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time</td>
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</tbody>
</table>

XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.</td>
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<tr>
<td>12.2 The data are systemically analyzed to determine where students are and where they ought to be</td>
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<tr>
<td>12.3 The identified discrepancies are aligned with the ASCA National Standards</td>
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<tr>
<td>12.4 The identified needs become sources for the determination of closing-the-gap activities</td>
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</table>
XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) time activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
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<th>Completed</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>13.0 Action plans are drafted by the counseling team during a planning meeting</td>
<td></td>
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<tr>
<td>13.1 Closing-the-gap plans are drafted by the counseling team at a planning meeting</td>
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<tr>
<td>13.2 The action plans are consistent with the program's goals and competencies</td>
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<tr>
<td>13.3 Action plans address every aspect of the program and the academic, career and personal/social domains</td>
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<tr>
<td>13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).</td>
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<tr>
<td>13.5 Results are stated in terms of what will be demonstrated by the student</td>
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<tr>
<td>13.6 Every student is included in the results</td>
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<tr>
<td>13.7 Counselors have identified specific results that they are accountable for</td>
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<tr>
<td>13.8 Plans have been reviewed and signed by the administrator</td>
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<tr>
<td>13.9 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal</td>
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<tr>
<td>13.10 There are written action plans on file with the administration in charge of the school counseling program</td>
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</table>
XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>14.1 The counselor’s total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).</td>
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<tr>
<td>14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.</td>
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<tr>
<td>14.3 A list of appropriate system support services (i.e. counseling/non-counseling activities) has been created.</td>
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<tr>
<td>14.4 The approved list of counseling/non-counseling activities has been approved by the board.</td>
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<tr>
<td>14.5 Master calendar exists.</td>
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<tr>
<td>14.6 The master calendar identifies grade level(s), dates and activities.</td>
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<td>14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community.</td>
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<td>14.8 The counselor’s weekly/monthly schedule is posted.</td>
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</table>
XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process or outcome data; and 7) the final result for student(s).

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
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<tbody>
<tr>
<td>15.1 There is an established timeline for reporting evidence of the results obtained.</td>
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<td>15.2 Every student is included in the results.</td>
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<td>15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement.</td>
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<td>15.4 A results form for the collection of results data is written and accepted by administration and school counselors.</td>
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<td>15.5 A results form for the collection of data from Closing-the-gap activities is accepted by the administrators and the counselors.</td>
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<td>15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains.</td>
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<td>15.7 Process data are collected.</td>
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<td>15.8 Perception data is collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed).</td>
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<td>15.9 Results data is collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time).</td>
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<tr>
<td>15.10 Immediate, intermediate and long-range data are collected and reviewed.</td>
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<td>15.10 Results are reported to administrators, counselors and the school board.</td>
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<td>15.11 Results are analyzed and used to improve the program in subsequent years.</td>
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</table>

XVI. COUNSELOR PERFORMANCE EVALUATION
The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

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<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
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<tbody>
<tr>
<td>16.1 Is written to assess the school counselor’s ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards.</td>
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<td>16.2 Is written to assess the counselor’s ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support).</td>
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<td>16.3 Is written to assess the counselor’s ability to manage the school counseling program.</td>
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<td>16.4 Is written to assess the school counselor’s ability to measure the results of the program.</td>
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<td>16.5 Is written to assess the counselor’s use professional communication within the school community.</td>
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<td>16.6 Is written to determine the school counselor’s fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards).</td>
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<td>16.7 Is written to assess the school counselor’s ability to be a leader, student advocate and systems change agent.</td>
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**XVII. PROGRAM AUDIT**

The program audit provides evidence of the program’s alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

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<tr>
<th>CRITERIA</th>
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<th>In Progress</th>
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<tr>
<td>17.1 The program is audited annually.</td>
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<td>17.2 The audit aligns with and includes all program components.</td>
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<td>17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year.</td>
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<td>17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year.</td>
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<td>17.5 The school counseling program has been approved by the school district’s board of education.</td>
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<td>Total Percentages = 100%</td>
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Counselor: 

Date:
SUGGESTED DISTRIBUTIONS OF SCHOOL COUNSELOR TIME

Time Distribution
Elementary Level

Current District Program Percentages:

___ Guidance curriculum
___ Individual planning
___ Responsive services
___ System support
___ Non-guidance

State-Suggested Percentages:
35%-45%
Guidance curriculum 5%-10%
Individual planning 30%-40%
Responsive services 10%-15%
System support 0%
Non-guidance

Desired District Program Percentages:

___ Guidance curriculum
___ Individual planning
___ Responsive services
___ System support
___ Non-guidance

State Suggested Percentages
Time Distribution
Middle School/Junior High Level

Current District Program Percentages:

_____ Guidance curriculum
_____ Individual planning
_____ Responsive services
_____ System support
_____ Non-guidance

State-Suggested Percentages:
25%-35%
Guidance curriculum
15%-25%
Individual planning
30%-40%
Responsive services
10%-15%
System support
0%
Non-guidance

Desired District Program Percentages:

_____ Guidance curriculum
_____ Individual planning
_____ Responsive services
_____ System support
_____ Non-guidance
Time Distribution
High School Level

Current District Program Percentages:

- Guidance curriculum
- Individual planning
- Responsive services
- System support
- Non-guidance

State-Suggested Percentages:

- Guidance curriculum: 15%-25%
- Individual planning: 25%-35%
- Responsive services: 15%-20%
- System support: 0%

Desired District Program Percentages:

- Guidance curriculum
- Individual planning
- Responsive services
- System support
- Non-guidance
Date:

Dear Parent:

In order to meet Kansas Comprehensive Guidance and KSDE School Improvement Program guidelines, the __________________________ Counseling Department conducts a Student Needs Survey every three years. The results of this survey help us to determine guidance curriculum and planning needs for our students.

Enclosed you will find a copy of this survey to be completed by you. Your child will also complete a student version of this form at school. We are using a random sampling of students rather than surveying the entire population and it is important that we gather results from the students that were selected as well as their parent.

Please help us by taking a few minutes to complete the parent survey and then return it to school with your child.

Thank you.

School Counselor
STUDENT NEEDS SURVEY

KANSAS COMPREHENSIVE GUIDANCE PROGRAM *
STUDENT NEEDS SURVEY
Elementary School: Grades 3-5
Student Form

Identify your grade level:
3   4   5
○   ○   ○

Directions: The directions and survey statements will be read and explained by the school counselor or the classroom teacher. The student will mark their top 5 choice of needs. # 1 will indicate the most important choice, # 2 – 2\textsuperscript{nd} most important choice, etc.

Students my age need to:

___ Know about themselves and how they can be a helpful member of a group.

___ Know how to be successful in school.

___ Know and use skills that will help them to be safe and healthy.

___ Know how to use good work habits and skills at school.

___ Know what school skills will help them when they grow up.

___ Know how to set goals and plan to help them be successful in school.

___ Know what is expected of them when they change grade levels.

___ Know about many kinds of jobs and how people learn to do their jobs.

___ Know how to interact with others in ways that show respect for all people.

*Adapted from the Missouri State Department of Education
Directions:

Below are nine statements of student needs K-12. You are asked to identify the ones you consider to be the top five needs of students in grades 6 through 8. Choose what you consider to be the most important or #1 student need. Circle the number of your choice in the “Most Important Need” box. For example if you consider “Students need to know how to apply personal safety skills” as the most important need, circle the number 3 choice in the box labeled Most Important Need. Then choose the second most important need and circle the number of that need in the 2nd box, etc.

Students this age need to:
1. Know themselves as individuals and as members of diverse groups. (CG 1)
2. Know how to use skills needed to be successful in school. (CG 4)
3. Know how to keep them safe and healthy. (CG 3)
4. Know the skills that help them be successful on the job. (CG 9)
5. Know how to apply career exploration and planning skills in choosing a career path. (CG 7)
6. Know how to select courses based on interest and educational goals. (CG 6)
7. Know what is expected of them at the next grade level. (CG 5)
8. Know where and how to obtain information about the world of work and the world of post-secondary education. (CG 8)
9. Know how to interact with others in ways that respect individual and group differences. (CG 2)
KANSAS COMPREHENSIVE GUIDANCE PROGRAM
STUDENT NEEDS SURVEY
High School: Grades 9-12

Directions:
Below are nine statements of student needs K-12. You are asked to identify the ones you consider to be the top five needs of students in grades 9 through 12. Choose what you consider to be the most important or #1 student need. Circle the number of your choice in the "Most Important Need" box. For example if you consider “Students need to know how to apply personal safety skills” as the most important need, circle the number 3 choice in the box labeled Most Important Need. Then choose the second most important need and circle the number of that need in the 2nd box, etc.

Students this age need to:
1. Know themselves as individuals and as members of diverse groups. (CG 1)
2. Know how to apply skills needed for educational achievement. (CG 4)
3. Know how to apply personal safety and coping skills. (CG 3)
4. Know how to apply employment readiness skills and the skills for on-the-job success. (CG 9)
5. Know how to apply career exploration and planning skills in the achievement of life career goals. (CG 7)
6. Know how to develop, apply and monitor personal educational plans. (CG 6)
7. Know how to apply the skills of transitioning between educational levels. (CG 5)
8. Know where and how to obtain information about the world of work and post-secondary training/education. (CG 8)
9. Know how to interact with others in ways that respect individual and group differences. (CG 2)
KANSAS COMPREHENSIVE GUIDANCE PROGRAM
STUDENT NEEDS SURVEY
ELEMENTARY SCHOOL: GRADES 3–5
SUGGESTED EXAMINER DIRECTIONS

The directions and survey statements are to be read and explained by the school counselor.

DIRECTIONS

“Below are nine statements about what all students need to know in order to be more successful in school. You've been specially selected because we know you think carefully and know what students your age need to know. Students all over our district and in all grades are going to be giving us their ideas. It’s important for you to think about students your age when you give us your answers.

I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, and then you will have a chance to mark the ones you think are the most important.”

TO THE EXAMINER: READ EACH STATEMENT AND TAKE TIME TO ANSWER QUESTIONS AFTER THE STATEMENT IS READ.

Students my age:

___ need to know about themselves and how they can be a helpful member of a group.
___ need to know how to interact with others in ways that show respect for all people.
___ need to know and use skills that will help them to be safe and healthy.
___ need to know how to be successful in school.
___ need to know what is expected of them when they change grade levels.
___ need to know how to set goals and plan to help them be successful in school.
___ need to know what school skills will help them when they grow up.
___ need to know about many kinds of jobs and how people learn to do their jobs.
___ need to know how to use good work habits and skills at school.

“Next, you get to make some choices about the areas you think are the most important for students your age to know about. You will choose your TOP FIVE choices—so you will have to think about each one carefully. Think about the statements we read. Choose the one that YOU think is the most important for students your age to know more about. All of them are important, but if you could choose just one, which would it be? Which one do you think is the most important for students your age to know more about? Write the number 1 on the line next to the statement you think is the most important.

We are going to do the same thing for your second choice. You’ve already marked the one that is MOST important; now we want you to decide on the one that is the next (or second) most important for students your age to know more about. Think about the statements we read. Choose the one that YOU think is the next or second most important for students your age to know more about. All of them are important, but if you could choose just one as the next most important, which would it be? Which one do you choose as the second most important for
students your age to know more about? **Write the number 2 on the line next to the statement you think is the second most important.**

Thank you for thinking carefully about your choices. You are helping us learn more about what students your age need to know more about! Now we are ready to choose the area that YOU think is the THIRD most important thing for students your age to know more about.”

**TO THE EXAMINER:** FOLLOW THE SAME PROCEDURE FOR STUDENTS’ THIRD, FOURTH AND FIFTH CHOICES. Emphasize the importance of the students’ role in helping us learn more about what students want/need to know.

*Adapted from the Missouri State Department of Education*
SCHOOL COUNSELOR STUDENT SERVICES
DRAFT JOB DESCRIPTION (with indicators)*

POSITION: School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education priorities of Vision; High Student Performance; Healthy Students in Safe, Orderly and Caring Schools; Quality Teachers; Administrators and Staff; and Effective and Efficient Operation.

DUTIES AND RESPONSIBILITIES

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 Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
   1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders.
   1.4 Maintains current and appropriate resources for education stakeholders.
   1.5 Uses 80% of time providing services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support and accountability.

2. **Major Function: Delivery of a Comprehensive School Counseling Program**

   **Guidance Curriculum**
   2.1 Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
   2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

   **Individual Student Planning**
   2.3 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
   2.4 Accurately and appropriately interprets and utilizes student data.
   2.5 Collaborates with parents/guardians and educators to assist students with educational and career planning.
Preventive and Responsive Services

2.6 Provides individual and group counseling to students with identified concerns and needs.
2.7 Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
2.8 Implements an effective referral and follow-up process.
2.9 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

2.10 Provides appropriate information to staff related to the comprehensive school counseling program.
2.11 Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
2.12 Participates in professional development activities to improve knowledge and skills.
2.13 Uses available technology resources to enhance the school counseling program.
2.14 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. Major Function: Accountability

3.1 Conducts a yearly program audit to review extent of program implementation.
3.2 Collects and analyzes data to guide program direction and emphasis.
3.3 Measures results of the school counseling program activities and shares results as appropriate.
3.4 Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

*Adapted from the North Carolina State Department of Education
PERFORMANCE BASED STANDARDS
FOR PROFESSIONAL SCHOOL COUNSELOR JOB DESCRIPTIONS

This appendix provides the standards and criteria for developing meaningful job descriptions at the local level. The standards and criteria are taken from the “Guidelines for Performance Based Professional School Counselor Evaluation.” It identifies the standards and criteria on which a job description may be developed. Readers are encouraged to refer to this document, especially pages 29-33 for more detailed information on the descriptors for the standards and criteria. The Guidelines may be accessed from the DESE website at: http://www.dese.mo.gov/divteachqual/profdev/Counselorscorrected2.pdf.

Following the standards and criteria are sample job descriptions for school counselors and district coordinators.

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the effective use of instructional skills and planning.

Criterion 1: The professional school counselor teaches guidance units effectively.

Criterion 2: The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individual and groups of students and their parents through the development, implementation and annual review of personal plans of study.

Criterion 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

Criterion 4: The professional school counselor utilizes a variety of assessment data and provides accurate and appropriate interpretation of the data that assist students in the development of appropriate educational and career plans.

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

Criterion 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

Criterion 7: The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.
Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

Criterion 8: The professional school counselor implements and evaluates a comprehensive and balanced guidance program in collaboration with school staff.

Criterion 9: The professional school counselor provides support for other school programs.

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

Criterion 10: The professional school counselor demonstrates positive interpersonal relations with students.

Criterion 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.

Criterion 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills professional responsibilities.

Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.

Criterion 14: The professional school counselor possesses professional and responsible work habits.

Criterion 15: The professional school counselor follows the profession’s ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.
Sample Job Description
(adapted from Columbia Public Schools)

PRIMARY FUNCTIONS
As a member of the Guidance Department, the counselor is to provide and implement a comprehensive guidance program for students. The counselor provides activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; provides support to other educational programs; and implements an evaluation system to determine impact of the guidance program on relevant student outcomes.

MAJOR JOB RESPONSIBILITIES FOR BUILDING COUNSELORS
1. Implements the guidance curriculum.
2. Guides and counsels groups and individual students through the development of educational plans and career exploration.
3. Counsels small groups and individual students with problems.
4. Consults with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Meets with parents to discuss possible options for referrals of students with severe problems to appropriate community agencies.
6. Coordinates, conducts, or participates in activities which contribute to the effective operation of the school.
7. Evaluates and revises the guidance program.
8. Pursues professional growth.

KEY DUTIES
1. Implements the guidance curriculum: Conducts guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consults with and/or is a resource person for teachers to incorporate guidance learning activities into the regular education curricula.
2. Guides and counsels groups and individual students through the development of educational plans and career exploration: Provides orientation activities for students new to the school; participates in orientation programs for parents and students; assists students in grade level transitions and into post-secondary opportunities (high school guidance program); informs students and their parents of test results and their implications for educational planning; provides resource and information to assist in career awareness and career exploration activities; assists students with the development, implementation, and revision (as needed) of Personal Plans of Study (middle-school and high school guidance program).
3. Counsels small groups and individual students with problems: Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include enhancing self awareness and identity, and addressing problems in the areas of: academic motivation and achievement, behavior, socialization skills, family issues, substance abuse, and child abuse (emotional, physical, and sexual).
Sample Job Description for District Guidance Coordinator

The District Guidance Coordinator is responsible to the Superintendent of Schools and his/her designee.

DUTIES
1. Assumes primary responsibility for developing, implementing and evaluating a district-wide comprehensive guidance program that promotes the academic, personal/social and career development of all students.
2. Keeps continually informed regarding research in effective practices regarding comprehensive guidance programs.
3. Prepares informative reports and instructional materials for counselors, teachers, and other professionals who use test results and other data in performing their own duties.
4. Assists building administrators in the supervision and evaluation of guidance personnel.
5. Collaborates with other programs and departments as necessary to fully implement the comprehensive guidance program and to support other programs and initiatives in the district as they relate to the academic, personal/social, and career development of students.
6. Works with schools to develop and implement effective referral processes to outside agencies.
7. Conducts a continuing study of dropouts and graduates.
8. Assists in collection of data for state and research reports on enrollment, average daily attendance, and other relevant student outcomes.
9. Attends district data processing committee meetings and assists in the design and development of data processing systems for student records and reports.
10. Chairs District Guidance Advisory Committee and sits on departmental committees.
11. Serves as consultant to curriculum development committees.
12. Serves as district liaison to post-secondary institutions.
13. Assists local schools in effective implementation of school-wide comprehensive guidance programs.
14. Informs counselors of key district communications regarding student programs and issues as they relate to the comprehensive guidance program.
15. Confers with central office on key guidance and student issues.
16. Prepares and administers the guidance program budget.
17. Presents an annual report to the Board of Education on the district’s comprehensive guidance program.
18. Performs other duties as delegated by the superintendent of schools or his/her designee.
Procedures and Forms for Supervising and Evaluating Professional School Counselors

This appendix links to the Guidelines for Performance Based Professional School Counselor Evaluation. It contains the procedures and suggested forms for conducting performance based evaluations for school counselors. The link to the Guidelines:

http://dese.mo.gov/divteachqual/leadership/profdev/Counselorscorrected2.pdf

To see a PowerPoint presentation for administrators on how to use the Guidelines, go to the Guidance e-Learning Center at www.mcce.org.

Codes of Ethics

A Code of Ethics is a public statement that sets clear expectations and principles to guide professional behavior. A commonly agreed upon and followed set of principles and guidelines can assist the school counselor in the exercise of professional judgment and decision making. This appendix contains the Code of Ethics adopted by the American School Counselor Association. The Code of Ethics adopted by the American Counseling Association can be found at the following link: http://www.counseling.org/Counselors/.
Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socio-economic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents, colleagues and professional associates, schools, and communities, as well as to one’s self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.
A.1. RESPONSIBILITIES TO STUDENTS

The Professional School Counselor:

a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.
c. Refrains from consciously encouraging the counselee’s acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor’s personal orientation.
d. Is responsible for keeping informed of laws, regulations, and policies relating to counselees and strives to ensure that the rights of counselees are adequately provided for and protected.

A.2. CONFIDENTIALITY

The Professional School Counselor:

a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.
b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.
d. Requests of the court that disclosure not be required when the release of confidential information without a counselee’s permission may lead to potential harm to the counselee.
e. Protects the confidentiality of counselees records and releases personal data only according to prescribed law’s and school policies. Student information maintained in computers is treated with the same care as traditional student records.
f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor’s ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.
A.3. COUNSELING PLANS

The Professional School Counselor:

Works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee’s freedom of choice.

A.4. DUAL RELATIONSHIPS

The Professional School Counselor:

Avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one’s family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

A.5. APPROPRIATE REFERRALS

The Professional School Counselor:

Makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A.6. GROUP WORK

The Professional School Counselor:

Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A.7. DANGER TO SELF OR OTHERS

The Professional School Counselor:

Informs appropriate authorities when the counselee’s condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.
A.8. STUDENT RECORDS

_The Professional School Counselor:_

Maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. EVALUATION, ASSESSMENT, AND INTERPRETATION

_The Professional School Counselor:_

a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.
b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.
c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

A.10. COMPUTER TECHNOLOGY

_The Professional School Counselor:_

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that:
   1. computer applications are appropriate for the individual needs of the counselee;
   2. the counselee understands how to use the application; and
   3. follow-up counseling assistance is provided. Members of under-represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.
b. Counselors who communicate with counselees via internet should follow the NBCC Standards for WebCounseling.

A.11. PEER HELPER PROGRAMS

_The Professional School Counselor:_

Has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.
B. Responsibilities to Parents

B.1. PARENT RIGHTS AND RESPONSIBILITIES

The Professional School Counselor:

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee’s maximum development.
b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee’s effectiveness and welfare.
c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. PARENTS AND CONFIDENTIALITY

The Professional School Counselor:

a. Informs parents of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.
c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. Responsibilities to Colleagues and Professional Associates

C.I. PROFESSIONAL RELATIONSHIPS

The Professional School Counselor:

a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor’s definition and description of the parameter and levels of his or her professional roles.
b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
c. Is aware of and optimally utilizes related professions and organizations to which the counselee may be referred.
C.2. SHARING INFORMATION WITH OTHER PROFESSIONALS

The Professional School Counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.
b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. Responsibilities to the School and Community

D.1. RESPONSIBILITIES TO THE SCHOOL

The Professional School Counselor:

a. Supports and protects the educational program against any infringement not in the best interest of counselees.
b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the schools mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
c. Delineates and promotes the counselors role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.
d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
e. Assists in developing:
   1. curricular and environmental conditions appropriate for the school and community;
   2. educational procedures and programs to meet the counselees developmental needs; and
   3. a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. RESPONSIBILITY TO THE COMMUNITY

The Professional School Counselor:

Collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.
E. Responsibilities to Self

E.1. PROFESSIONAL COMPETENCE

*The Professional School Counselor:*

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

E.2. MULTICULTURAL SKILLS

*The Professional School Counselor:*

Understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. Responsibilities to the Profession

F.1. PROFESSIONALISM

*The Professional School Counselor:*

a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.
F.I. CONTRIBUTION TO THE PROFESSION

The Professional School Counselor:

a. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.

b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - state school counselor association
   - American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating--and consulting with--the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, co the Executive Director, American School Counselor Association. 801 North Fairfax, Suite 310, Alexandria, VA 22314.

H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:


National Peer Helpers Association. (1989). Code of ethics for peer helping professionals. Greenville. NC P.O. Box 2684, Greenville, NC 27836. 919-522-3959. nphaorg@aol.com


Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly. March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.
BEYOND BARRIERS TO SOLUTIONS:
ACTIONS THAT PROMOTE PROGRESS

1. **Barrier: Counselor’s Job Responsibilities Do Not Allow 100% Involvement in the Guidance Program.**
   - Role has not been defined.
   - Role is ambiguous; too many people demand counselor’s time.
   - Comprehensive guidance program is add-on to all other duties.
   - Non-guidance duties are still assigned to the counselor.
   - Non-guidance duties have been added.
   - Comprehensive guidance program has been added, but nothing has been taken away.
   - There is no time to plan for program.
   - To whom would administrative tasks be assigned? Administrators, too, feel overloaded.

**Possible Solutions:**
- Time and task analysis will put in “black and white” exactly how counselors are spending their time.
- Develop a job description with the principal and/or district-level administration; clarify times to be spent in each area of responsibility.
- Through the time and task analysis, identify non-guidance activities and provide a report to the principal so he or she is aware of the actual time these take away from the guidance program.
- Make others aware of non-guidance time and what it does to the comprehensive guidance program.
- Work with the principal to prioritize responsibilities.
- Work with the advisory council and steering committee to identify alternative means to address non-guidance tasks.
- Take control of your own time. Rule time; don’t let time rule you.
- Work out a weekly/monthly calendar; post and/or distribute to everyone.
- Allot a specific time each day/week for planning time; be protective of that time.
- Just say “NO.” Work with the principal to gain support for saying no. Counselors support each other.
- Set own priorities and communicate these to others.
- Identify program priorities and what the counselor has to do to reach his or her goals.

2. **Barrier: Lack of Administrative Support**
   - Administrators do not understand comprehensive guidance program requirements.
   - Administrators are apathetic about the guidance program.
   - Administer adds non-guidance responsibilities (e.g., substituting, recess duty, lunch duty, computer, data entry, responsibility for master schedule). There is no “top-down” support for the program; therefore, counselors have no real authority to implement the full program.
• Administrator sees the counselor’s role as strictly responsive services.

**Possible Solutions:**
• Provide administrators with more information about the benefits of a comprehensive guidance program. Relate its benefits to the Missouri School Improvement Program (MSIP).
• Invite administrators to attend state workshops.
• Require administrators to be involved in planning. Communicate needs to administrators in proactive ways.
• Be sure to report successes along with justification for additional resources.
• Be assertive enough to set priorities and discuss these with administrators.
• Work to change administrators’ view of counselors’ role.
• Educate superintendent to the need for “directives” from that level.
• Work for closer communication between administrator/counselor/state.
• Make sure all administrators have a copy of the Administrators’ Guide.

3. **Barrier: Counselor-to-Student Ratio Is Too High**

• Too many buildings may be assigned at elementary level.
• It is unrealistic to expect much with 1:1,500 (or even 1:500) ratio.
• The high elementary caseload allows for little more than crisis counseling.

**Possible solutions:**
• Become politically active and work for reduction in the ratio.
• Solicit teachers to become involved in conducting activities in the classroom.
• Develop a peer helpers program.
• Use homeroom period as a way to reach large groups of students.
• Develop a student assistance program to help with students who require a great deal of support.
• Identify ways the drug-free schools grants could be used to provide additional help.
• Hire a clerical staff (instead of another counselor) to do routine clerical tasks to free the counselor to work with more students.
• Conduct more small- and large-group activities.
• Use volunteers to perform routine tasks (as appropriate).

4. **Barrier: Various Groups Resist the Program.**

**NOTE:** this barrier takes many forms; its symptoms can be seen in each of the other barriers. Resistance is a natural part of change and, or a degree, is present in every person. It will be the task of the steering committee to recognize and understand the overt and covert resistance that emerges and to address it in a positive way.

• Staff is resistant to change.
• Some counselors are resistant to comprehensive role.
• Some parents are resistant to some of the topics covered.
Possible Solutions:

To Staff Resistance:
- Educate the school staff regarding reasons for change in counselor’s role. Include counselor’s responsibilities, benefits of program to students (and teachers) relationship to core competencies and key skills and academic curriculum areas.
- Solicit help of administrators in communicating expectations for staff involvement in comprehensive guidance program.
- Be persistent. Changes in attitude take time and patience.
- Conduct staff development activities.
- Involve faculty or steering committee.

To Counselors’ Resistance:
- Implement gradually; give counselors opportunity to feel comfortable in new role.
- Identify the specific reasons for resistance and work to overcome them.
- Consider “differential” staffing if there is more than one counselor. One counselor could be responsible for classroom guidance and another could be responsible for interpretation.
- Emphasize the district commitment to the comprehensive guidance program and the expectation that counselors will implement the program.

To Parent/Special Interest Group Resistance:
- Know community and support base.
- Educate community with numerous positive public relations activities.
- Acknowledge resistant factions but don’t let resistance intimidate.
- Gain endorsements from parent-teacher-student organizations.
- Gain endorsement of community service groups.
- Involve individuals with diverse viewpoints on the advisory council and in work groups.
- Hold open forums to discuss the comprehensive guidance program and its benefits to students.
- Make materials readily available for review.

5. Barrier: Classroom Involvement Interferes With Immediate Response to Crises.
- Administration, teachers, and community have expectation that responsive services are top priority.
- Parents/students who might come unannounced or in a crisis fear that counselors will be unavailable.
- The Manual does not allow for flexibility for crisis times.
- Parents expect service on demand.

Possible Solutions:
NOTE: The Missouri Comprehensive Model Guidance Program Manual allows for counselors to respond to students’ needs as appropriate for the local district. The critical factor is balance between responsive services and the other programmatic components.
- Use time and task analysis to get a picture of the actual number, the time of day, and types of crises to which the counselor responds each day/week. Use this information to schedule open office hours.
• Adopt a school policy, based on the district’s philosophy of guidance for all students, regarding the counselor’s responsibility for more than crisis cases. (This could be a part of the counselor’s job description.)
• Take control of time; include specific times for drop-ins in schedule; publicize times to all (including parents).
• Train others in evaluating severity of crises and how to deal with situations temporarily.
• Develop an efficient and responsive message system so that teachers and students alike can communicate a need to see a counselor immediately or on short notice.
• Institute a peer mediation/conflict resolution program and a procedure for activating the process (at appropriate times) if the counselor is not available immediately.
• In multiple-counselor schools, arrange schedules so that someone is always on call for emergency/crisis situations. Publish schedule.

6. Barrier: Lack of Resources

• No budget is provided.
• Limited resource materials are provided.
• Space does not allow privacy; there is no room for resources and not enough space for small-group work.
• Space development for the comprehensive guidance program is not a priority.
• There is no clerical support for such tasks as typing, record keeping, and filing.

Possible Solutions:

For Budget:

• Explore possibilities of alternative funding for services and positions. For example, money for drug-free schools has been used to hire a crisis counselor and Medicaid has been used to provide specific services for eligible students.
• Use business partners as a source for support and resources; solicit funds from local businesses.
• Work with administrators to make the comprehensive guidance program a part of the district and/or building budget priorities.
• Increase public awareness of the resource needs of education and the cost per child of accomplishing programs.
• Become politically active; conduct more public relations activities with state legislature regarding funding needs.

For Materials:

• Use MOVIE materials as a resource; they are inexpensive and high quality.
• Seek free and inexpensive materials.
• Network and share materials with other districts.

For Space:

• Go on a “space walk.” Look for places that could be rearranged and used for various purposes. One counselor found a staircase landing that could be used to display materials; another found the end of a hallway to use as a small-group space.
• Rearrange existing space.
• Be creative; go outdoors.
For Staff Development:
- Network with counselors in other districts, visit their schools, and initiate “Share Days.”
- Attend district MSAC meetings. Ask for time to discuss the comprehensive guidance program.
- Develop an area support group of counselors who are implementing the program.
- Start a support group for teachers; plan a Share Day for teachers.

For Clerical Support:
- Use volunteers when appropriate.
- Use “Green Thumb” participants.
- Use student aides to answer the phone, do nonconfidential filing, and manage the resource library.
- Use a special services-funded aide to help with special services record keeping.

7. Barriers: Special Services Programs Take Time Away From the Comprehensive Guidance Program
- Increased demands of special services keep counselors from being able to implement the comprehensive guidance program.
- Counselors are responsible for all parent contacts.
- Counselor coordinates the IEP process.

Possible Solutions:
- Determine the funding source for counseling positions. If a percentage of the counseling position is funded by special education funds, this will affect the percentage of time to be spent with special services programs.
- When counselor’s job description is developed, address appropriate special services involvement within the “100% of counselor’s time to guidance” framework.
- Discuss the counselor’s role with the special services director. Clarify expectations, limitations, and priorities regarding counselor’s role in special services.
- Separate counseling and guidance from special services.
- Counselors’ expertise should be used but not overrated. (Counselors are not the only people who can perform some of the special services tasks currently assigned to them.)
- Include special services as a local program component. Allot a percentage of time to it.
- Emphasize the importance of the Manual and adhere to it. Seek administrative support.
- Work to develop co-ops that employ a diagnostic team for several districts.
- Provide counselors “comp time” for overtime spent with special services.
- Include special services activities in the published schedule.

- Some teachers resent time lost from instruction.
- There is resistance to adding guidance to the curriculum (especially at the high school level).
- The curriculum is so compact that we are unable to do classroom guidance.
• Teachers see counselor-led classroom guidance learning activities as a “break time” for them.

**Possible Solutions:**
- Educate teachers through in-service and public relations activities about the comprehensive guidance program and their role in the program.
- Emphasize positives of the preventive approach.
- Work with those who are eager to be involved. Publicize successes and recognize classroom teachers’ contributions.
- Seek administrative support and encouragement for classroom guidance.
- Use the Prior- Proper-Planning (PPP) approach:
  - Schedule time with teachers early in the school year.
  - Publish a schedule and stick to it.
  - Plan meaningful classroom presentations.
  - Work with classroom teachers to plan lessons that can be related to the subject area and topics being discussed.
- Establish a spirit of cooperation and common purpose through one-to-one contacts with teachers.
- Encourage a district policy defining the teacher’s role in classroom presentations. For example, the teacher is expected to be present during the counselor’s lesson and to follow through with concepts after lesson.
- Encourage the inclusion of a comprehensive guidance program in teacher preparation programs.

9. **Barrier: Lack of Communication**
- There is a lack of communication among buildings in the district.
- There is a lack of staff understanding about comprehensive guidance.
- There is an existing mind-set about how guidance is defined (response services only) and it’s difficult to overcome.
- The community doesn’t see guidance as important.
- The comprehensive guidance program is unclear to community and staff.
- There is a lack of respect for counseling and guidance.

**Possible solutions:**
- Stage a media blitz regarding the comprehensive guidance program.
- Promote the idea of our program and program ownership by involving many groups in each phase of program development.
- Make presentations to various parent/teacher/business/service groups. Obtain their endorsement of the program along with permission to use their endorsement in future publicity.
- Make the program visible within the community.
- Include information about the program in existing district newsletters and patron communication mechanisms.
- Develop a comprehensive guidance program newsletter reporting the activities of the program.
• Reeducate various groups about the changing counselor’s role and the benefits of the comprehensive guidance program.
• Keep administrators informed about program activities so they are able to respond to questions from parents and the community.
• Use the advisory council to develop ways to publicize the program.
• Appoint someone to coordinate internal communications. Rotate responsibility if there is not a “paid” coordinator.
• Develop an in-house communication vehicle (e.g., bulletins, newsletter for teachers).
• Become a salesperson for the program.

The participants presented these ideas as cited here. They are examples of the way people can work together to develop positive solutions to the barriers that may occur. These ideas and the concept of the team approach to barrier breaking will be useful in local planning. Working together to meet the challenges will give participants a greater sense of ownership of the district’s comprehensive guidance program.
SAMPLE WEEKLY PLANNER

Introduction

The sample weekly planner contained in appendix is a weekly calendar in an EXCEL format. It may be downloaded, copied, and printed. It may also be used electronically. There is space at the end of each day to indicate the number of blocks a counselor devoted to the delivery of the program: Curriculum, Individual Planning, Responsive Services, and System Support. Counselors may also indicate the number of blocks devoted to non-guidance duties. See Section III (Missouri Dept. of Education Program Manual) for a detailed discussion of how to determine which activities fit into each component.

Although the weekly calendar can be of great value in keeping track of time on task, its purpose is not for the conducting of a formal time/task analysis. An electronic version of a time task analysis survey has been developed. Appendix D provides the tools for conducting a formal time/task analysis.
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