The Maine Comprehensive School Counseling Program Model 2.0

(ME CSCP 2.0)

JUNE 2019

DRAFT DOCUMENT FOR PUBLIC COMMENT

NOT FOR DISSEMINATION

To be finalized January 2020

Dear Maine School Counselors,

With the hard work and determination of several PreK-12 school counselors from across Maine and the leadership of Erin Flynn (Oxford Hills Comprehensive High School) and Anastasia Alexis (Deering High School), school counselors and school administrative units (SAUs) now have a model Comprehensive School Counseling Program (CSCP) in which to guide them in developing a CSCP that is consistent with the duties of the school counselor. Maine's model CSCP is aligned with the American School Counselor Association's National Model which ensures equitable access to a rigorous education for all students, identifies the knowledge and skills all students will acquire as a result of its implementation, is delivered to all students in a systematic fashion, is based on data-driven decision making, and is delivered by a state-credentialed school counselor.

This work is essential to an SAU's Comprehensive Education Plan, as determined under Maine DOE's Public School Approval requirement, which indicates that in an SAU's certification and approval process, submitted annually by the superintendent, it must contain a CSCP.

Comprehensive School Counseling Programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The model CSCP was written to acknowledge Maine's Learning Results and currently the MLRs are being revised so that in the future, the model CSCP will include an up-to-date cross-walk with the *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student* to ensure the highest levels of effectiveness in its implementation.

School counselors are encouraged to collaborate with district and school leadership to review this model CSCP and add to it specific academic programming and greater school community resources, requirements, and information.

Thank you for the great work that you do every day for PreK-12 students in Maine. With your support, every student will have the skills and tools necessary to be successful in their learning and within the school community.

Sincerely,

Sarah H. Adkins
Student Assistance Coordinator
Maine Department of Education

The Maine Comprehensive School Counseling Program Model 2.0 (ME CSCP 2.0)

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ACKNOWLEDGEMENTS

Introduction

The Maine School Counseling Program Model 2.0 (ME CSCP 2.0) is a state-based systematic framework for helping school counselors to design and implement comprehensive school counseling programs at a district or school level. School counselors must have a minimum of a master's degree from a school counseling program or concentration and the Maine DOE certification endorsement 075 School Counselor. School counselors deliver comprehensive school counseling programs at all levels of PreK-12 education with a focus on improving individual student success and school climate. The ME CSCP 2.0 is designed to help certified school counselors implement school counseling activities which are comprehensive in scope, preventative in design, and developmental in nature. The American School Counselor Association (ASCA) National Model (2012) was used as a guide in developing the ME CSCP 2.0. The Maine Department of Education promotes the description of the role of the School Counselor as stated by ASCA. See ASCA's Role of the School Counselor (Appendix)

Comprehensive in Scope

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

Preventative in Design

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

Developmental in Nature

A quality comprehensive school counseling program aims to ensure that students are able to meet standards for learning. Identified standards should be agreed upon by the school counseling team. While school counseling standards provide norms and benchmarks to show that students are proficient in the three domains of school counseling, school counselors still meet each student where they are in their specific stage of development. An overarching goal of any school counseling program is to help students grow into active and responsible members of society. Examples of standards to use include: *ASCA's Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student* and the *Maine Learning Results: Career and Education Development.* CED Standards are currently being revised and due to be finalized in _____.

The ME CSCP 2.0, like the ASCA National Model, assists certified school counselors to implement school counseling activities that are beneficial to a variety of stakeholders. Using the ME CSCP 2.0, along with

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

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

Benefits of a Comprehensive School Counseling Program

The fundamental benefit of working from a comprehensive school counseling program is that a school counselor can feel confident that they are providing services rooted in best practice. Furthermore, the comprehensive school counseling program provides services that impact individuals, families, and the larger school community. The following is a list of additional benefits afforded to a variety of stakeholders when a school/school district implements a comprehensive school counseling program:

Benefits for Students
- Provides access to school counseling services for all students
- Supports students in social/emotional, academic success, and college/career readiness
- Promotes a developmental approach in sequencing school counseling activities
- Increases the opportunity for counselor-student interaction
- Ensures equitable access to student services
- Works to close the achievement and opportunity gaps
- Provides activities rooted in data and school specific identified needs
- Establishes a system for a student's long-range planning

Benefits for Parent(s)/Guardian(s)
- Provides support for parents regarding their child's academic success, social/emotional development, and college/career readiness
- Increases opportunities for parent-counselor interaction
- Provides an opportunity for parents to give input in school counseling program activities
- Provides an opportunity for partnership and supported advocacy in student planning

Benefits for Teachers
- Provides a framework for collaborative and supportive working relationships
- Promotes a team effort to address developmental skills and core competencies

- Provides a set calendar of developmentally appropriate activities that teachers can complement
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Offers an avenue to monitor key pieces of student data which are able to aid in student improvement
- Provides specific preventative, restorative, and responsive activities to support a classroom's academic mission

Benefits for Administrators
- Creates a structured program with specific school counseling content
- Provides a means for measuring the effectiveness of school counseling programs through the use of data
- Provides a framework for collaboration and appropriate role delineation
- Enhances the positive image of the whole school
- Offers clarity on the role and scope of the school counselor and provides guidance for school counselor evaluation
- Aligns the work of the school counselor with the school's overall mission and student learning outcomes
- Offers an avenue to monitor key pieces of student data which are able to aid in student improvement.
- Provides a rationale based on data for supporting a school counseling program

Benefits for School Counselors
- Ensures the school counseling program's contribution to the school's mission
- *Clearly defines school counselor's professional identity and role
- Supports access to every student
- Provides pre-designed measures and data collection methods
- Provides modifiable tools for program management, implementation, and evaluation
- Recognizes the school counselor as a leader, advocate, and change agent
- Assist with providing 80% of time on direct and indirect services

Benefits to Social Worker, Crisis Response Teams, and Other Student Support Services
- Defines the role and practice of the school counselor
- Provides a model for collaborative student services
- Provides a model for preventative services for all students

Benefits for Local Boards of Education
- Presents the rationale for including a district level, K-12 school counseling program
- Provides district patrons with current data regarding student competencies obtained through school counseling program efforts
- Demonstrates the efficacy of the school counseling program, which can support funding
- Clarifies role and function of a school counselor

Benefits for the Business & Labor Industry
- Provides increased opportunity for collaboration and active participation between counselors and business
- Allows for diverse pathways between schools and places of employment
- Prepares a potential workforce with skills needed in career and postsecondary education (i.e. decision-making skills, time management, organizational skills, and increased maturity
- Increased understanding of workforce pathways
- Facilitates access to training opportunities and resources (i.e. financial aid)

Benefits to Counselor Educators
- "Builds collaboration between counselor education programs and schools
- Provides a framework for school counselor training programs
- Provides a model for site-based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs
- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other constituent training programs" (Bardhoshi, 2016)

Benefits for Post Secondary Education
- "Enhances [opportunities for] matriculation and transition of students to postsecondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to postsecondary education for every student" (Bardhoshi, 2016)

Suggested Steps in creating a Comprehensive School Counseling Program

Year 1: Fall
1. Read through the Maine Comprehensive School Counseling Program Model 2.0.
2. Visit the appendix section to access tools and templates.
3. Meet with other school counselors in your school or district as well as administrators to discuss your intent, get support for, and discuss the delivery of your comprehensive school counseling program.
4. Write and adopt components of the program's foundation (beliefs, mission, vision, & program goals).
5. Complete a school-wide needs assessment.
6. Complete a school counselor competency assessment to identify areas where you'd like to focus on professional growth and learning for next year.

Year 1: Spring
7. Complete a program assessment and compare your current program with the ME CSCP 2.0.
8. In June, connect with the district's ESEA coordinator to review your district's Comprehensive Needs Assessment and if applicable, the school's improvement plan.
9. Complete the school data profile to identify relevant data elements to look over.
10. Create tentative Action Plans.
11. Review relevant data elements to identify areas for possible school-wide interventions and program improvement.
12. Identify assessment and organizational tools to align with the areas of improvement that have been identified (ex: Use of Time Assessment).
13. Develop a one-to-three-year plan for implementation. Include a clear timeline and a chart delineating the division of responsibility.
14. Create the following year's annual calendar including dates for the different elements listed in the management section.

Year 2: Fall
15. Complete a management agreement with administration.

16. Identify other educators to collaborate with on the implementation of the comprehensive school counseling program.
17. Present the plan to administrators and other relevant stakeholders.
18. Implement the plan and collect data on program implementation using the tools in the management section..

Year 2: Spring
19. Complete a second Use of Time Assessment
20. Analyze program data collected to determine results of program using tools from the accountability section.
21. Share your results with appropriate stakeholders.
22. Complete a second program assessment.

After implementation, consider applying for the Recognized ASCA Model Program (RAMP) designation to show how your program makes a difference in student achievement and success.

The Four Components of a School Counseling Program

A comprehensive school counseling program has four components.
Foundation is the base of the rest of the model. It includes elements such as the program's beliefs and mission. These elements help to dictate what students should be learning (within the academic, social/emotional, and college/career domains) as a result of the comprehensive school counseling program. The *management* component provides school counselors with tools and assessments to organize, implement, and evaluate their school counseling program. The *delivery* component provides school counselors with ways in which to implement the school counseling programs. The delivery section outlines the direct activity school counselor provide for students as well as the indirect services school counselors provide on behalf of students. The delivery component ensures a student's needs and learning goals are met. The *accountability* component provides guidance on how school counselors can analyze the data they've collected using the tools from the management section. The accountability section helps school counselors investigate how their programming is positively impacting students and outlines the ways in which to report that impact to key stakeholders.

FOUNDATION

Beliefs
Exploring shared beliefs allows counseling departments to develop the mission statement and implement the school counseling program. Each team member should contribute to the discussion, keeping in mind different points of view.

"Recommended ASCA Exercise on Developing Beliefs:
● What do we believe about the ability of all students to achieve?
● How do we address developmental needs of all students?
● What is the school counselor's role as an advocate for every student?

- Who do we believe is involved in the planning, managing delivery and evaluation of program activities?
- How are data used to inform decision making?
- How do ethical standards guide the work of school counselors?" (ASCA National Model, 2012)

Example 1

"As school counselors, we believe that a comprehensive counseling program is a necessity to the success of all students. The counseling program should be able to assist students in three areas: personal/social, education, and career. We believe that it is our job to work with students to enhance their achievement in order to become successful, productive citizens. We believe that all students are unique and all students face challenges. It is our job to work diligently with students to assist them in making decisions, finding paths, and a course of action to help them grow and develop. We believe that along with being an advocate for the students, we are also to be advocates for parents, the school, and the community. In order for us to be successful as school counselors, we understand that we must possess certain characteristics. The characteristics that we possess and feel are essential are: empathy, passion, and non-judgment. It is important that we treat every student with the utmost respect and understanding, regardless of sex, race, religion, sexual orientation, or academic achievement. Every child is precious and deserves a passionate and fair counselor." (Bay Minette Middle School, Alabama)

Example 2

"The members of the Shaler Area School District School Counseling Department believe that an exemplary school counseling program should:

1. Be an integral part of the total school program.
2. Equip students with the skills necessary for them to achieve their career goals.
3. Utilize a team approach to eliminate barriers in school achievement.
4. Conduct activities that contribute to the development of a positive school climate.
5. Recognize students' individual abilities and assist them in maximizing their potentials.
6. Help students develop a healthy self-concept and an acceptance of individual differences.
7. Link programs with opportunities for students outside of the school.
8. Include the participation of teachers because of their direct involvement with students on a daily basis.
9. Foster a positive relationship between home and school.
10. Strive for professional excellence through continued study and participation in professional organizations and workshops." (Shaler Area School District, Pennsylvania)

Vision Statement

A discussion about vision builds off of the discussion of beliefs and becomes the picture of the ultimate outcome for students specifically related to academic, career and college readiness, social/emotional or other related outcomes. The vision statement for the school counseling program aligns with the vision of the school and district (National School Boards Association, 2009).

Example 1

"The vision of the Evans City Elementary School Counseling Program is to provide a preventative, responsive and comprehensive program that cultivates academic, personal/social, and career connections for all students. Through advocacy, character development, leadership, and collaboration, self- awareness and academic achievement will evolve within a data-driven, multi-tiered rigorous educational environment and support system. Our vision is that this will ensure that all students understand and embrace their own value and have an intrinsic motivation to contribute to their community and a diverse world, as they become members of a global workforce." (Evans City Elementary School)

Example 2
"All students at Weatherbee School are strong, committed life-long learners and community members built by rigorous academic, social and emotional practices. Students at Weatherbee School are compassionate and emotionally intelligent. They demonstrate empathy, resilience, inclusiveness and multicultural awareness that allow them to be world-class leaders. Weatherbee students are well prepared to participate in equitable college, career and civic opportunities and ultimately to become leaders on a global scale and make positive and impactful changes in our future world." (Weatherbee School, Hampden)

Mission Statement
"One of the essential aspects of the foundation for a school counseling program is the mission statement. In the early development of the school counseling program, it is critical to determine a mission statement that gives overall direction and vision to the program. The statement should be specific, concise, and clear as to the intent of the school counseling program. A solid connection must be established with the educational mission statement." (Connecticut Comprehensive School Counseling Program)

"The mission statement describes what the school counseling program does. It is a clear and concise statement that defines how your school counseling program reaches the long-range results described in the vision…" (ASCA National Model Implementation Guide)

The mission statement content should:
1. "Be written with students as the primary clients
2. Advocate for the equity, access and success of every student
3. Show linkages with the school, school district or state department of education mission statements
4. Indicate the long-range results desired for all students" (Maine Comprehensive School Counseling Program Model K-12, 2005)
5. Align with vision

Example 1
"Since education is a lifetime, dynamic process, the K-12 School Counseling Staff supports the Yarmouth School System in its commitment to 'Empower All Students to Create Fulfilling Lives in a Changing World'. We strive to provide the necessary and fundamental means by which all students may work to attain their personal goals. In this commitment to excellence, it is our purpose to enhance skills, to encourage ethical behavior, and to create a learning environment that fosters intellectual, moral, physical, emotional and social growth. In so doing, all young people are provided with the means by which they

can develop into open-minded, mature individuals, and responsible members of society. Thus, they are best equipped to live well-balanced, productive, and satisfying lives." (Yarmouth School Department, Yarmouth)

Example 2
"The mission of the Weatherbee school counseling program is to provide a safe, positive and challenging learning environment of respect and caring for all students. Students reach their individual potential and become lifelong learners who are self reliant, creative and responsible citizens. The Weatherbee School counseling program partners with staff, families and community members and uses data to provide equitable access to resources and success for all students in the academic, personal and social/emotional domains throughout their lives. " (Weatherbee School, Hampden)

Program Goals
"Program Goals define how the vision and mission will be accomplished and guide the development of the curriculum, small group and closing the gap action plans." (Dimmit, Carey & Hatch, 2007). "Goal setting, based on school specific data gives focus to the school counseling program." (ASCA National Model, 2012) The SMART goal format developed by Doran (1981) is a tool for 'developing specific, measurable, attainable results' all within a specific timeframe. (ASCA National Model, 2012). School Counselors should use outcome data based on behavior, attendance or achievement in their program goals. When developing goals it may be helpful to develop an inventory of services and interventions already provided.   Exploring and aligning with your district's Comprehensive Needs Assessment Looking at data to address achievement gaps and inequity in your school is also another option.

Example 1
"By Dec 19, 2016, (end of first semester) the cumulative number of absences in kindergarten will decrease by 50 percent from 36 during the first semester to 18 during the second semester.
Data source: First semester critical absence report (report generated by school data clerk at the request of counseling department). A review of the first-semester critical absence report disaggregated by grade level indicated kindergarten students had the most absences during the first semester." (ASCA National Model, 2012).

Learning Outcomes and Standards

ASCA Mindset and Behaviors for Student Success
The ASCA standards are organized into three domains: academic, career and personal/social. These competencies provide direction for developing an effective comprehensive school counseling program. *https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf*

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

AMERICAN SCHOOL COUNSELOR ASSOCIATION

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below as well as how the standard is addressed (core curriculum-CC, small group-SG, closing-the-gap-CTG). It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/Emotional
Mindsets	Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			

The National Career Development Guideline*s*
These standards cover four domains: Personal Social Development, Educational Achievement, Lifelong Learning, and Career Management
www. ncda.org

Maine Learning Results Career and Education Development Standards
These standards highlight the importance of goal setting, decision-making, and habits of mind within the context of learning other content areas*.*
https://www.maine.gov/doe/learning/content/career/standards

Collaborative for Academic, Social and Emotional Learning
CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies: Self Awareness, Self Management, Responsible Decision Making, Social Awareness and Relationship Skills.   *https://casel.org/core-competencies/*

State of Maine Health and Physical Education Standards
These standards focus on analyzing the reliability and validity of media, technology and health resources; communicating effectively using refusal and conflict-management skills; being better consumers of information; managing life challenges and stress; setting goals; and making healthy decisions.
https://www.maine.gov/doe/learning/content/healthphysed/standards

Professional Development & Responsibility
School counselors must be advocates for themselves and the profession. School counselors must adhere to the ASCA Ethical Code and be knowledgeable about the ASCA Professional Competencies. Membership in a professional school counseling organization, such as ASCA and MESCA is recommended in order to stay up-to-date on current issues facing school counselors. Membership in other professional counseling organizations (MeCA, ACA, NCDA, MeCDA) *as well as* adherence to codes of ethics beyond ASCA, can serve as additional resources for school counselors. Continuing education is required for not only maintaining certification, but to stay informed of professional practices. Both the University of Southern Maine and Husson University offer continuing graduate education courses in counselor education. School counselors who wish to earn a Certificate of Advanced Study at a Maine institution may do so at USM. State and national conferences as well as local workshops also provide professional learning opportunities to access important resources and information for school counselors. Having time to meet as a Pre-K-12 school counseling team is also important as it allows for discussion and learning about comprehensive program planning, grade level transitions, case conferences, data review and peer supervision. When a school district holds an in-service day, it would be of value to school counselors to collaborate with administration to plan professional learning that is specific to the needs of school counselors. It can also be noted that clinical counseling supervision is a form of professional development.

Confidentiality
In accordance with ASCA's Ethical Standards for School Counselors and Maine's Title 20-A §4008. Privileged communications, school counselors must respect the confidentiality of the students they work with. School counselors should provide all students and families with informed consent outlining the limitations of confidentiality including if a student has disclosed they are thinking about or intend to harm themselves or others, are being harmed by others, or if they give permission to share with another adult.

School Counselors are also bound by the Family Educational Rights and Privacy Act (FERPA) and can only disclose academic records to those parties identified by FERPA.
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

ASCA School Counselor Professional Standards and Competencies
The ASCA Professional Standards and Competencies detail the knowledge, skills and attitudes required of school counselors to meet the demands of their job.
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

Ethical Standards/Code
The ASCA Ethical Standards "specify the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. They guide decision making and help standardize professional practice to protect both students and school counselors." (ASCA National Model, 2012)
https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

Ethical Decision Making Model
ASCA's Ethical Decision Making Model "provides direction to school counselors when faced with an ethical dilemma" (ASCA National Model, 2012).

1. "Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action" (ASCA National Model, 2012)

For more information on legal and ethical issues, visit https://www.schoolcounselor.org/school-counselors-members/legal-ethical

Advocacy

Presentations to faculty/staff, administration and the larger school community, including the school board, are effective ways to demystify the role of the school counselor because it has changed over time. These presentations are also an opportunity to educate others about the importance and benefits of a comprehensive school counseling program.

Examples of areas where school counselors may need to advocate for themselves and the profession are:

● The importance of having a certified school counselor at all levels in the district
● Recommended school counselor to student ratios
● Use of school counseling specific professional evaluation tools
● Appropriate roles and responsibilities for school counselors, as well as the scope of the job
● School counselor specific professional development time both during in service days and for off-site trainings which may mean occasional time away from the school building (ex. conferences and workshops)
● Supervision- either through a clinical or peer supervision model

Management

Information about management describes organizational processes needed to manage a comprehensive school counseling program effectively and efficiently.

ASCA competencies, annual agreements and advisory councils advise and support the counseling program becoming effective tools to help build excellent programs. The first step is collecting local component information through the use of a time/task analysis, school wide data collection and a needs assessment. This data will help in determining the needs of the school and district, identifying priorities for the program. Data collected will also drive the annual planning, curriculum delivery and work to 'close the gaps'. Calendars will help to organize the counseling tasks and identify program priorities to coordinate school counseling services that will reach all students.

School Counselor Competencies Assessment

This assessment provides school counselors with an opportunity to self assess the knowledge, attitudes and skills needed to meet the responsibilities necessary to plan, organize, implement and evaluate a

comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

School Counseling Program Assessment
This assessment is used to compare your current program with the ASCA National Model. The results should be shared with your advisory council and administrative team to identify goals and priorities for the school counseling program.

Use of Time
In "Developing and Managing Your School Guidance Program," by Norm Gysbers and Patricia Henderson (2012), the authors encourage school counselors to work with their departments to protect their time so that 80 percent of their time is spent in direct services to and indirect services on behalf of students, staff and families and the remainder is spent in program management. The percentages serve as a guide to school counselors and administrators when determining the time needed on programming for each of the four delivery system components.

As a first step to understanding the Use of Time, all school counselors should keep track of their time and document activities performed throughout their school days. This allows school counselors and administrators to determine the amount of time being spent in each of the delivery system components and in non-school-counseling activities. This is especially helpful when initially planning or revising a comprehensive school counseling program because it serves to answer the question of "What is" and then provides a forum for the discussion of "What should be?"

In programs with more than one school counselor per site, there is often more flexibility between and among school counselors in determining how much time individual school counselors may spend in the delivery of system components. Keeping in mind that the program percentages are only suggested; the individual time a certain school counselor spends in the delivery of systemic services may vary depending on talents and expertise. School counselors with expertise in group counseling may focus delivering these services, while others may present more school guidance lessons. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs. (MCSCP Model K-12, 2005)

A conclusion may also be drawn from the Use of Time information regarding how much time is currently being spent on counseling activities versus non-school counseling activities. For example, in one school, 35 percent of the high school counselors' time was being spent on non-school-counseling activities, which included master schedule building, clerical tasks and the counting and managing of the standardized tests. Following a presentation to district administrators on the results of a time analysis, the administrators decided, and the governing board supported, elimination of the non school counseling activities and hired school counseling assistants to help school counselors. Eliminating non school counseling activities and providing more clerical help freed school counselors to provide more direct services to students. Again, ASCA recommends school counselors spend a majority of their time in direct service to students.   (MCSCP Model K-12, 2005)

Use of Time Assessment

ASCA recommends that school counselors complete the Use of Time Assessment twice during the year. This will help school counselors determine how they are using their time and can help determine how much time is being spent on school counseling versus non-school counseling activities. **It is recommended that 80% of time is spent on direct services to students** (individual advising, curriculum delivery, individual counseling, responsive services, crisis response, small group counseling) and **indirect services on behalf of students** (program management, school support services such as referrals, consultation, collaboration with teachers, parents, community and fair share tasks). (Gysbers & Henderson,

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Surveys	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							

Use of Time Assessment — American School Counselor Association

2012)

ASCA National Model, 2012

Appropriate vs Inappropriate School Counseling Activities

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

ASCA National Model, 2012

Annual Agreements
Management agreements within the comprehensive school counseling program ensure effective implementation of the delivery systems to meet students' needs. The entire school counseling staff, including the school counselor director, must make management decisions based on site needs and data analysis. School principals and district administrators must be involved in this important process.

When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson,

2001). This should be accomplished in consultation and collaboration with school and district administration, as well as the school counselor director throughout program implementation. It is recommended that:

▪ The school counseling team members and administrator(s) review and discuss data-driven needs for the student population, school community and school/district as a whole based on data analysis.
▪ The school counseling team decides on a plan of action to meet student needs.
▪ The school counseling team and administrator(s) agree on how students, guidance curriculum and services will be assigned to specific counselors and other school and student support staff
▪ The school counseling team produces and presents a draft of the management agreement on a yearly basis.
▪ The administrator(s) reviews the management agreement and arrives at consensus with the school counseling team.

Program implementation is based on the integration of all of the elements of the comprehensive school counseling program. Organizational plans should consider the following:

▪ How will students be assigned to school counselors to ensure every student has access to the program and acquires the pre-determined competencies? By grade level, alpha breakdown, standards domain, academy or pathway, see any counselor or a combination?
▪ Will counselors choose to specialize in different areas? Who will provide responsive services while other counselors are delivering the scheduled school comprehensive curriculum? Will the school/district implement a "counselor of the day" program so there is always one school counselor available for crisis when others are delivering guidance curriculum?
▪ What amount of time should be spent in delivering core curriculum lessons, providing individual student planning, delivering responsive services and managing system support?
▪ Who is responsible for implementation of the various services and specialty tasks?
▪ How will counselors be compensated for work beyond the regular work day? What budget is available to purchase the necessary materials and supplies to implement the program?
▪ What professional development is needed to support the school counselor or team's ability to provide a comprehensive school counseling program?
▪ How often should the school counseling department meet as a team, with administration, with school staff and with an advisory council?
▪ Who determines how and what professional learning for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students. (MCSCP Model K-12, 2005)

Advisory Council
An advisory council is a representative group of persons appointed to both advise and review the school counseling program within a school building or district. The advisory council reviews the program goals, competencies and results and participates in making recommendations about the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council

membership reflects the community's diversity. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school board members, business and community members. The council should meet twice a year at a minimum and publishes an agenda and minutes. School counselors, after analyzing data related to the plan's overall effectiveness, should make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent comprehensive school counseling program.

Setting up an Advisory Council
When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The advisory council truly represents the school's and/or district's stakeholders. "The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, and interests. Although broad representation is crucial, the council's size also is an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of twenty members." (ASCA National Model, 2012) The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community. (MCSCP Model, 2005) One purpose of the council is to engage in public relations for the school counseling program and to advocate for funds and resources to support the program. (Johnson & Johnson, 2001).

Use of Data
The comprehensive school counseling program is based on student needs and data. Counseling activities will be implemented after a careful review of the school's achievement, behavior and attendance data as well as the data compiled in the school's or district's needs assessment. It is critical to not only review the data but to disaggregate it, drilling down to examine trends in gender, race, ethnicity, socio-economic status (free/reduced lunch counts), course enrollment, special education, grade level, teacher assignment and other categories. Disaggregating data allows the counselor to examine equity and access and target specific populations to close the gaps. (ASCA National Model, 2012)

School Data Profile
The school data profile/template allows schools to organize and disaggregate data to investigate achievement gaps or issues or equity. When examining data, it is important to look at immediate collections of data as well as trend data. ASCA recommends that comprehensive school counseling programs examine achievements, behavior and attendance data, however, schools and districts should also look at data that are required to be submitted to the Maine DOE, as this data reflects state-level requirements that address student behavior and school performance. Immediate data collection would reflect a single school year, such as pre/post tests, grades from quarter to quarter or increases in attendance, while trend data would be comparing year to year data such as graduation rates, college acceptance rates, attendance etc. Using the data gathered, counselors can set goals to improve any inequities or gaps. (ASCA National Model, 2012) For a School Data Profile template, **See Appendix**

Program Results Data

The key to program results data is to show how students are different as a result of the school program (ASCA Model). There are three types of results data:

- **Process data: "**What did you do for whom?" An example of process data would be stating that 56 parents attended college planning night, or that 375 students attended a bullying prevention program.
- **Perception data: "**What do people think they know, believe or can do?" For example, changes in attitude or beliefs through the use of pre/post tests, needs assessment data or an opinion survey gathers perception data. Or another example would be that you might report that 88% of students surveyed reported that they feel safe at school, or that 92% of freshmen can identify the early warning signs of suicide.
- **Outcome data:** This data answers whether the program or intervention had a positive impact. For example, average daily attendance increased from 88% to 91%, or the graduation rate improved from 78% to 87%, or that discipline referrals decreased by 24%.

Collecting data is important, but it is not the primary duty of a school counselor. Therefore, counselors should connect with district or building technology specialists, data entry analysts, or attendance clerks to gather data or to compile data sets. Para-professionals can also help with these tasks. (ASCA National Model, 2012) Many of these data points (attendance, dropout rates, graduation rates, college admissions rates) are already available and tracked by your administration so make sure to ask the right people before starting. Counselors can also gather important data from various school surveys, such as the Maine Integrated Youth Health Survey (MIYHS), to identify needs.

Needs Assessment

"The results of the needs assessment may be used to establish priorities and to eliminate or create services as suggested by the needs analysis." (Connecticut Comprehensive School Counseling Program) From the results of the needs assessment and other data, counselors can develop priorities, goals and areas for improvement. The results can also serve as data to support initiatives and programming that is going well and needs to be continued. Conducting a needs assessment should be an ongoing process at least every 3 to 5 years. (MCSCP Model K-12, 2005)

Ways to Gather Information Include:
▪ Surveys – Parents, Staff, Students & Community
▪ Focus Groups
▪ Interviews
▪ Attending own/Community Meetings
▪ Online Questionnaires/Surveys
▪ Advisor/Advisee Groups
▪ Through parent Organizations

Tips:
▪ Have a balanced questionnaire across domains of academic, career and personal/social
▪ Remember to collect information anonymously

▪ Use a 4-point scale which allows no middle ground, some researchers prefer the 5 point scale

▪ Use age appropriate wording and design

▪ Follow administrative guidelines for data/collection survey

Cautions in Developing the Needs Assessment:

▪ Include only items/outcomes that you are willing and able to deliver

▪ Use a statistically acceptable means of sampling

▪ Solicit help (if needed) to analyze results and draw statistically valid conclusions from data

▪ Keep surveys simple to understand and complete in order to promote a high return rate

▪ Pilot the instrument with a sample to test it for comprehension (MCSCP Model K-12, 2005)

TIP

There are a number of examples of needs assessment available online to help you get started. The ASCA Scene "open library" has several examples and some of the blogs in our resource guide also feature step by step instructions for creating an online google survey to conduct your needs assessment. Remember, needs assessments may vary from school to school and district to district depending on the climate/culture of your community and school.

Action Plans

Action plans state how goals will be accomplished through a step by step process. In other words, how do you plan to achieve results once a goal has been identified? ASCA suggests three areas in which action plans should be utilized: curriculum, small group, and closing the gap action plans.   All action plans should include the "goals to be addressed, the standards, domains or competencies, a description of the activities, the title of any curriculum or program used, a timeline for completion, the name of the person(s) responsible, the methods of evaluation and the expected results." (ASCA National Model, 2012).

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Grade Level	Lesson Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

ACTION PLAN
SMALL GROUP

Grade Level	Group Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

ACTION PLAN
CLOSING THE GAP

Goal: _____

Target Group: _____

Data to Identify Students _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

Lesson Planning

Planning lessons to address the school counseling core curriculum are vital to a successful CSCP. School counselors can plan group and classroom lessons with ASCA's lesson plan template. School levels (Elementary, Middle or High School) will help determine the amount of time to be spent in classrooms. For example, elementary counselors typically spend more time delivering classroom lessons to all students, and high school counselors spend less time in the classroom as developmentally more time is needed for individual planning, advising and counseling. ASCA Student Standards and competencies should be a guide to creating lessons. Collaboration with other staff in the building, the district, community partners and with outside providers is encouraged in order to deliver lessons and comprehensive programming (health teacher, advisory teachers, school nurse, Advocates for Children etc.). Please visit the resource section of this model for resources and examples of curriculum.

Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

School Counseling Program Goal(s) addressed:

_____

_____

_____

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

_____

_____

_____

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found here.)

1. _____

2. _____

3. _____

Materials: _____

_____

_____

Procedure: _____

_____

_____

_____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

_____

_____

Perception Data: _____

_____

_____

Outcome Data: _____

_____

_____

Follow Up: _____

_____

_____

_____

_____

ASCA National Model, 2012

Calendars

"School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held." (ASCA National Model, 2012) The calendar establishes a schedule for the comprehensive school counseling program activities, and helps to validate the importance of the CSCP by increasing the visibility of the program to students, parents/guardians, teachers and administrators.

Calendars can:
▪ Identify grade levels, dates and activities
▪ Be published and distributed to appropriate persons: students, staff, parents or guardians and community
▪ Be posted on a weekly or monthly basis
▪ Be compared to locally established goals for time spent in the delivery of system components
▪ Be utilized to allocate time for data analysis and program evaluation
▪ Be used when designing and determining system priorities
▪ Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor's professional approach (MCSCP Model K-12, 2005)

Annual Calendar

"The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, school or student bulletin boards, classroom bulletin boards, administrative offices, career center, student store and other sites used to communicate school events. It may also be submitted to the local newspaper, the student newspaper and the school counseling department's website to increase the program's visibility. The calendar might also include relevant school activities for families, such as back to school night, open house, parents or guardian-teacher meetings, standardized tests dates, parents or guardian, student and teacher conferences, planned school counseling classroom lessons, career or college nights, evening meetings or other opportunities provided through the school and the community, as well as the student support program." (MCSCP Model K-12, 2005).

School counseling offices are encouraged to find effective ways to publish calendar events, such as including on the school's website or social media, according to local school board social media use policy.

Annual Calendar					
		Direct Student Services			Indirect Student Services	Program Planning and Sch
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, A
Ongoing Services					
Aug.					
Sept.					

A full copy of the annual calendar template can be found online at https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Annual Calendar.xlsx

Monthly Calendar

The monthly calendar is a planning tool that may be used to highlight the specific activities and events for each month throughout the school year and into the summer. Although it is not required for RAMP, it can be distributed to teachers, parents and students to inform them about upcoming events or classroom lessons. (MCSCP Model K-12, 2005)

The Weekly Calendar

The weekly calendar is not a master schedule but a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual counseling, build in data analysis, collaboration, committee work and advocacy into the schedule to allow for some flexibility. (MCSCP Model, K-12, 2005)

Program Delivery

School counselors *provide data driven services to, and on behalf of, ALL students* through direct and indirect methods. Program delivery looks different at each developmental level ("Why different levels appendix"). According to ASCA, school counselors should be spending 80% of their time on program delivery to students and their families. The delivery system of a school's comprehensive school counseling program should directly support the program's mission and vision and should adhere to the

beliefs outlined in the program. Effective as of September 19 , 2019, Maine has defined direct and indirect services, and the Maine DOE will be adopting rules that are guidelines for identifying the duties of school counselors and school social workers. See *An Act To Increase the Amount of Time School Counselors and Social Workers Spend Providing Students Direct and Indirect Counseling*

Direct Student Services

Direct services are in-person interactions between a school counselor and students that are within the scope of duties of a school counselor, and include delivery of a school counseling core curriculum, providing individual student planning and responsive services.

School Counseling Core Curriculum
The school counseling core curriculum is designed to help students gain proficiency in standards from the three domains of school counseling (social/emotional learning, college and career readiness, and academic success). The school counseling core curriculum is delivered as part of the school's overall curriculum, and is systematically delivered by school counselors in collaboration with other professional educators. It is important for a school's or district's entire staff to understand the importance of the school counseling core curriculum within a CSCP in order for there to be successful delivery. The explanation of the curriculum should accompany clear evidence of how it helps the school meet learning outcomes as this will encourage input or collaboration from the straff. An advisory council for developing a school counseling core curriculum may be formed and facilitated by the school counselor in order to gather suggestions relevant to the content that would meet the current needs of families and the community at large.

- *Classroom Instruction & Activity*: Through direct instruction, team teaching or assisting teachers with instruction, school counselors provide curriculum specific content to students. School counselors design instructional units to include: a lesson, student activity, and assessment of learning (see lesson plan template). Units can be delivered through push-in classrom instruction* by school counselors. Short lessons or the administration of assessments can be packaged for delivery by homeroom or advisory teachers. The student competencies for each instructional lesson should align with the ASCA Mindsets and Behaviors for Student Success and/or other related standards as determined by the school counseling team, in order to ensure the lesson is providing all students with the knowledge, attitudes and skills appropriate for their developmental level (See Appendix).
    - During teh 19-20 school year, The ASCA Mindsets & Behaviors will be crosswalked with the newest edition of the Maine Learning Results*: Parameters for Essential Instruction (MLR) Career and Education Development Standards* and will include competencies for success.

- **Small Group Activities (school-wide programs):** School counselors conduct planned activities outside the classroom - ie career fair, leadership workshops, college fairs, Kindness Week

*Tips for push-in classroom instruction:

- ❏ Speak to teachers ahead of giving a lesson and reinforce classroom norms. Some examples of questions to ask classroom teachers include: when do you allow students to go to the bathroom? Do students need passes to leave the room? Should students raise their hand if they have a question?
- ❏ Have a visual posted so students know the learning target
- ❏ Give students an overview of what you'll do in your lesson to set expectations.
- ❏ Speak to teachers ahead of time so they remind students if technology or other materials are needed
- ❏ Look at the roster of students ahead of time and prepare to differentiate instruction (for example, does a student need to take a paper and pencil assessment or need a quiet space).
- ❏ Frameworks like Universal Design for Learning may be helpful when preparing for your lesson. See appendix for example on getting started with Universal Design for Learning.
- ❏ Decide how you will assess whether or not students met standards (example: having students name concepts, rubrics, pre-post test.) Assessments should assess all three of the following: knowledge, attitude, skills
- ❏ Use assessments to collect perception data in order to evaluate the success of the lesson and inform future instruction. Link perception data with outcome and process data for further evaluation of your school counseling program.
- ❏ When possible, include teachers in your lesson.
- ❏ School counselors may need to deliver content typically delivered in a classroom or small group to an individual with specific learning needs or who may have been absencent, as a pull-out service.

Calculating % Change: When reporting results, school counselors need to compare data from before an intervention to after the intervention. Whether this is through pre/post test, rubrics or outcomes data a formula is used to calculate the percentage (%) change:

$$\frac{\text{Post Intervention \# - Pre Intervention \#}}{\text{Pre Intervention \#}} \times 100 = \% \text{ Change}$$

Adapted from MA 2.0 Model

Individual Student Planning
School counselors coordinate ongoing systemic activities designed to assist students and families in establishing and monitoring an individualized plan for the student's post PreK-12 education in college, career and global citizenship. Individualized plans are mostly specific to the student's interests, skills, and

abilities but it is important to note that some Maine families come from collectivist cultures and expect that the family or cultural community has an equal voice to the student in future planning.

- *Appraisal*- school counselors use assessments to help students recognize their skills, abilities, interests, preferences, aptitude and achievement. School counselors should understand how to read the scores of academic assessments such as: NWEA, MEA, ACCESS, SAT, ACT. School counselors use the results of assessments to help students gain personal insight and develop immediate and long range plans.

- *Advisement*- school counselors help students and families make decisions for future plans based on academic, career and social/emotional data. This data may be the result of personality self-assessments, and /or career inventories. Individual advisement by the school counselors can be supplemented by grouping students based on interest and by involving other educational professionals in areas like homeroom or advisory. See resource guide for examples of how school counselors effectively collaborate with administrators and classroom teachers around the use of homeroom, advisory, or other common time in the school's schedule.

Responsive Services
Responsive services are short-term activities designed to meet students' immediate needs and concerns in coping with a specific problem. Responsive services may include preventative programming, counseling in individual or small-group settings, or crisis response. Common problems that school counselors report responding to in Maine vary by setting (rural or urban). Common problems include but are not limited to:

Social/Emotional:
- Opioid addiction or overdose (of family member)
- Suicidal ideation
- Non-suicidal self-injury
- Attendance issues
- Fear of deportation
- Anxiety/Depression
- Bereavement
- Pregnancy
- Gang involvement & human trafficking
- Substance use and abuse
- Bullying and harassment
- Racism and discrimination based on perceived and real identity
- Relationships with peers
- Family relationships
- Juuling, other substance use
- Dating relationships
- Cyber safety
- Social skills
- Homelessness
- Trauma, ACES

- Deployed Parents

Academic:
- Lack of motivation or interest in learning
- Test anxiety
- Fit with teacher
- Failing classes
- Study skills
- Organization skills
- Time management
- Coping strategies

College/Career
- Overwhelming pressure from parents/guardians
- College and career decision making
- Barriers to Financial aid
- Scholarship Assistance
- Lack of familial support

- *Individual Counseling*-School counselors form a trusting relationship with students and offer time-effective, solution-focused sessions with students to help students overcome issues impeding academic achievement and address immediate safety concerns. School counselors are knowledgeable about DSM diagnostic criteria but do not give diagnoses. School counselors adhere to their scope of practice and ethical responsibilities by respecting the privacy and identity of the student when possible, referring students who may need long-term counseling, and reporting, to the appropriate agency when it is suspected that a person's welfare is in jeopardy.

- *Small Group Counseling*-School counselors may run small groups focused on solving specific problems or supporting the group around a certain topic. In small groups, students "...can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills and think about their goals and actions" (Bardhoshi, 2016 p, 27). Like individual counseling, school counselors should adhere to the scope of their practice and provide supports to groups on mental health topics (psychoeducational groups), but do not provide treatment for mental health or substance use disorders in groups.

- *Crisis Response*-School counselors support and assist students as they navigate critical and emergency situations. School counselors work with a team including administrators, nurses, community crisis responder, school resource officer, and social workers or school based clinicians. See ASCA position statements: *Identification, Prevention and Intervention of Behaviors That Are Harmful and Place Students At Risk and Suicide Prevention/Awareness.*

School counselors should be prepared to conduct preventive services to prepare themselves, students, and other educators for crisis response. Several Maine laws mandate the implementation of components of prevention. LD 609 requires that all educators in Maine are trained in suicide prevention and awareness

and that schools have at least two gatekeepers, these trainings need to be updated every five years (See Appendix). School counselors, along with other school specific behavioral health professionals, play a role in training and retraining staff in mental illness and suicide awareness and prevention. The state of Maine is working on a law that will require all Maine schools to educate students on mental illness. Especially in rural areas and in schools that do not have school based social workers, school counselors may need to be educated in delivering a comprehensive suicide prevention program and may work with health teachers or other professionals to deliver this curriculum. School counselors play a key role in developing and following a school's suicide protocol. Maine's branch of the National Alliance of Mental Illness (NAMI) provides periodic trainings where school counselors can receive and renew their own gatekeeper training and where they can work on their school's comprehensive suicide prevention program. https://www.namimaine.org/page/SupportforSchools. School counselors can serve as resource coordinators for providing information on mental health issues including making connections with local agencies which specialize in providing services for circumstances such as mental health crisis, domestic violence, etc.

Maine revised statute Title 22: §4011-A. Reporting of suspected abuse or neglect (http://www.mainelegislature.org/legis/statutes/22/title22sec4011-A.html) requires that any adult person who is interacting with a minor is required to report suspected child abuse or neglect to the Maine Office of Child and Family Services (OCFS). All school counselors are mandated reporters.
School Counselors are not required to make calls to DHHS on behalf of other educational professionals but may make themselves available to assist others who need to make these calls. To revisit your responsibility in identifying and reporting suspected cases of child abuse or neglect visit: https://www.maine.gov/dhhs/ocfs/mandated-reporters.shtml. In addition, Maine's Public Law 20-A MRS §254, sub-§18, "requires that all school administrative units in Maine with public pre-K through grade 5 programs have a written policy for child sexual abuse prevention education and response." For more information see: https://www.childrenssafetypartnership.org/. See Appendix

School counselors should be prepared to conduct follow up and postvention services with students, family, and staff after a crisis has occurred. School counselors should look to their school's suicide and crisis protocol for guidance.

Indirect Student Services

Indirect services are *provided on behalf* of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, administrators, students' IEP/504 teams, and community organizations. This is a means to support student achievement and promote equity and access for all students. Indirect student services are delivered through such strategies as:

- **Referrals:** School counselors should stay informed about school and community resources and form relationships with community stakeholders, such as food pantries, counseling services, and LGBTQ+ support, in order to make appropriate referrals for students and families. Many students and families in rural Maine do not have easy access to appropriate mental health or support services, therefore, school counselors should advocate in the best interest of the student, in partnership with parents/guardians, to gain access to appropriate levels of supports and services.

School counselors should be aware of the most appropriate and updated resources (websites, publications, etc.) to share with students and families who need more information on a topic (SEE RESOURCES SECTION).

- **Conference/Staffing:** School counselors continuously interact with other adults in students' lives in order to determine the best supports for a student. School counselors should advocate for a team approach to student planning, bringing together appropriate stakeholders such as parents and other educators. While school counselors are involved in school and district committee work and processes such as Multi-Tier Systems of Support (MTSS), Response to Intervention (RTI), Student Support Team (SST), English Language Learning (ELL), Special Education (SPED), and Attendance, it is important to note that school counseling time should not be used to coordinate 504 meetings. School counseling services are available to ALL students and therefore should not be written into IEPs as special services. (See ASCA's position on this issue APPENDIX)

- **Consultation:** School counselors share strategies that support student achievement with other education professionals in their building and district. School counselors offer their knowledge on counseling techniques, behavior and classroom management, etc., School counselors use consultation to receive information regarding student needs.

- **Collaboration:** School counselors work with key stakeholders to solve specific problems. They work with others to advocate for students through teaming and partnering (working with systems stakeholders like families and community members), school/district committees (advocating for school wide supports and school counseling programming), and parent workshops (organized dissemination of information).

- **Check-in:** School counselors work with students or other individuals to update, obtain, or distribute information

It is recommended that 80 % or more of the school counselors time be spent in direct and indirect student services. See the following photo from ASCA National Model, 2012, Third Edition for allocation of time suggestions for each grade level. The other 20% of school counselor time is spent on program planning and school support including data analysis, program management, professional development, and fair-share school responsibilities.

ASCA National Model (third edition) Delivery	K-12	ASCA National Model (second edition) Delivery	Elementary	Middle	Secondary
Direct Student Services ■ School Counseling Core Curriculum ■ Individual Student Planning ■ Responsive Services **Indirect Student Services** ■ Referrals ■ Consultation ■ Collaboration	80% or more	Guidance Curriculum	35%-45%	25%-35%	15%-25%
		Individual Student Planning	5%-10%	15%-25%	25%-35%
		Responsive Services	30%-40%	30%-40%	25%-35%
		System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (2012)
Developing and managing your school counseling program
(5th ed.), Alexandria, VA: American Counseling Association.

Included in Other Components

Program Planning and School Support ■ Program management and operations (management) ■ Professional development (foundation and management) ■ Data analysis (accountability) ■ Fair-share responsibilities (management)	20% or less

ASCA National Model, 2012

Accountability

Best practice suggests that school counselors conduct a variety of assessments to collect data about their programming. Analysis of data assists school counselors in monitoring student success, guiding programming changes, and examining growth in counselor performance over time. Ultimately, the results of analyzing data should provide stakeholders with evidence of the impact and effectiveness of the school counseling program over time. The results of the analysis should reflect the efficacy of the counseling program,

highlighting systemic successes and areas of future work or concern. All data analysis should help the school counselor set goals aimed at closing the achievement and opportunity gap.

Several types of data can be examined by the school counselor but it is important to note that it should neither be the responsibility of the school counselor to collect *all* of the data listed here, nor their responsibility to implement programming based on some of the data elements listed. For example, attendance, PBIS, discipline, and office referral data may be helpful trends for school counselors to be aware of but ultimately it is the responsibility of administrators to implement policies and procedures to address student behavior. With the caveat that there may be other data elements that should be collected or examined primarily by other professionals in the building, the following examples of student data elements *can* be examined by school counselors and some elements *may* be used to determine the comprehensive school counseling program accountability activities. Example 1, in examining the number of students enrolled in AP or IB classes along with student demographics, it may be discovered that a vast majority of students accessing these classes are white or have higher SES. School counselors may then work with administration, teachers, and other professionals in researching a plan to make these classes more available to students of color or students with lower SES. Example 2, shen looking over office referral data for the middle school, it's discovered that a majority of the students sent to the office are boys of color. As suggested by ASCAs position statement on the role of the school counselor and discipline (see appendix), you may then start a small group with several boys who have been referred to the office more than once to work with them on developing prosocial behaviors. In collaboration with school social workers and teachers, you may also put together positive behavior plans for individual students, finally, you might work to advocate for equitable and fair restorative and disciplinary practices.

Data that can be examined by school counselors and may be used to determine relevant CSCP activities:
Student demographics
  ● Enrollment data
  ● Age
  ● Gender identity
  ● Ethnicity
  ● Grade levels
  ● Languages
  ● Race
  ● Number of students receiving free and reduced lunch
  ● Special Education
Academic achievement
  ● Standardized test scores
  ● Grade-point averages
  ● Class rank
  ● Individual course grades
  ● Standardized test scores (MEAs, PSAT, SAT, NWEA, Access)
  ● Enrollment in Honors, Advanced Placement (AP), International Baccalaureate (IB)
  ● Enrollment in early college & dual enrollment classes
Personal/Social (Behavioral)
  ● Attendance

- Dropout rates
- Graduation rates
- Office referrals
- Detentions/suspensions/expulsions
- PBIS data
- Substance use and abuse (taken from behavior data)
- Number of threat assessments completed/other safety data

College & Career development
- Students enrolled in work experience
- Job shadowing
- Post-secondary enrollment
- Enrollment and success in CTE
- Post-secondary retention
- College application rates
- College persistence rates

Community Involvement
- Parent or guardian attendance at evening activities
- Parent workshops and conferences
- Parent communications with school
- College rep visits

School-wide
- Climate survey results
- ESEA Report Cards
- Qualitative reports from advisory council members
- Staff reports
- Surveys on the counseling program

It is important that when educators look at data, that they recognize the limitations of the data collection method, as well as the data set presented. School counselors might ask limitation questions such as: was the survey anonymous so that students felt like they could answer honestly? Is the data examined showing us a correlation or does it signify causation? Is this data collection method valid and reliable? Did the survey ask for both quantitative and qualitative feedback? What types of data are missing to get a full picture of an issue? What qualitative or quantitative data points would we need to help begin to explain these results? For example, when working to get a picture of how a high school does in providing college process information and help, school counselors might survey students in their senior year. The survey could count the number of students applying to college or the number of students who attended a college specific meeting in their junior year (quantitative data). The survey might also ask students their opinions on what they felt was the most helpful or what they wish they had received more help with (qualitative data).

Data Analysis

Analyzing data over time can inform changes to the comprehensive school counseling program. Analyzing the school data profile and the school counselor's use of time assessment can help the school

counselor recognize areas of where to focus intervention and how to rearrange their time in order to meet their goals.

School Data Profile Analysis

The school data profile "is a summary of the school's achievement, attendance, behavior and safety record over a multiyear period (ASCA National Model, 3rd Edition, p.100)" By analyzing the school data profile, school counselors can find trends in student academic achievement and behavior and identify areas for systemic change and improvement. These specified areas then help school counselors set goals for their program delivery. The baseline data is taken from the first school data profile conducted. Data is then analyzed once a semester or yearly to measure for change.

In analyzing the school data profile, school counselors should ask the following questions (adapted from ASCA National Model (2012)):

- What are the strengths and weaknesses of the school?
- What does the attendance data say about change in attendance, specific blocks or classes students miss?
- In what ways can school counselors work to address issues identified in the data?
- Are there achievement or opportunity gaps?
- Are there areas of concern or success in school safety?

Use of time assessment

Use of time assessments should be conducted twice a year during a typical school counseling week. School counselors should look over their use of time assessment to determine where their time is being spent, and then use the use of time assessment in conversation with school administrators when determining school counseling needs. According to ASCA National Model (2012), time spent in indirect and direct service to students looks different for different grade levels and different school communities. Time spent on program delivery tasks may be dictated by needs in a regional area as well as the demographic of students. For example, While ASCAs National Model (2012) suggests that elementary school counselors spend more time on curriculum and responsive services, a high-needs school in a rural community with only one or part-time school ounselor may need to allocate less time on those delivery components and more time on referrals, consultation, and collaboration to combat a specific problem in that community, such as poverty, opioid use, or regular attendance. The school counselor in this situation may need to advocate for additional school counselors in their district so that they can more evenly distribute their time into the other components of the comprehensive school couseling program.

Program Results

Results reports help answer the question, "How are students different as a result of the program?" (ASCA National Model, 3rd Edition)

Results reports serve as a tool for ensuring the CSCP was carried out as planned, ensuring every student was served and that developmentally appropriate materials were used. Results reports also help the school counselor document and analyze the program's process, perception and outcome data. Ultimately, results reports help school counselors determine their program's immediate, intermediate and long-range impact

and effectiveness. Results reports can help with school counselor advocacy when systemic change needs to be made.

Results reports also allow school counselors to target interventions based on demographic information. As previously mentioned in the management section, there are three types of data reviewed: process, perception, and outcome data.

Curriculum Results Report Analysis

Curriculum report analysis can help school counselors determine if their classroom units or lessons were effective in making a difference for students. ASCA recommends asking questions about process, perception, and outcome data. Such questions can be asked such as: How many students were served? Were lessons accessible to all students? Did all the planned lessons run? Did curriculum make a difference on school data profile elements? Most importantly, did student's learning increase as a result of the lesson?

Small-Group Results Report Analysis

Small groups report analysis can help school counselors determine if processes used to set up and recruit the group, set goals, and offer intervention was impactful. ASCA recommends asking questions about process, perception, and outcome data. Such questions are: did the group set appropriate goals and did it meet those goals through activity? Did students feel their behavior or attitudes changed as a result of the activities? Did school data profile elements change as a result of the small group?

Closing-the-Gap Results Report Analysis

School counselors know that not all students come to school with equitable access to academic, personal, and social resources. Analyzing disaggregated school data helps to uncover areas of concern in terms of access and equity to specific programming. For example, which demographic of students takes AP classes or has access to private tutoring for the SATs. Once the problem areas are identified, it is important to thoughtfully consider the factors that are creating barriers in identified areas. School counselors can then strategically design programs or activities to help lessen the barriers and begin to close the achievement and opportunity gaps for the groups of students identified as not having access to education resources, services, or programming. After the analysis of disaggregated data, educators design innovative interventions and implement programming and curriculum components specifically geared toward ensuring those previously underserved students, receive equitable and appropriate school counseling services. The results of these interventions can be documented with student-achievement and achievement-related data. "These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as critical to student success" (citation unknown).

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

RESULTS REPORT
CLOSING THE GAP

Goal: _____
Target Group: _____
Data to Identify Students _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications

ASCA National Model, 2012

The following list of questions was adapted from ASCA National Model (3rd Edition):

- What are the areas where data indicates a specific group of students has access to services, resources, or programming more than another group
- What did the process data indicate? (Example: how many students had access to which interventions, how many students of which demographic areas are disciplined the most)
- What did the perception data indicate? (Example: did one group of students feel they understood the material more than another during pre & post tests)
- What did the outcome data indicate? (Example: did one group of students increase their attendance as a result of an intervention over another group).

Careful consideration should be made when creating closing the gap interventions to ensure school counselors are effectively leveraging their community connections. An advisory council, administrators, and identity specific social service, support, and education organizations should be included as much as possible in the programming innovation stage.

Sharing Results
Ultimately, school counselors need to be able to share how their comprehensive school counseling program has made a difference for students. Sharing the impact of the CSCP with stakeholders is important for the advocacy of both the overall program as well as the role of the school counselor. School counselors can share results in a variety of ways. School counselors can compile the data collected from different reports and share it with staff at staff meetings, through websites and newsletters, through letters home, directly to the district or central office, to advisory council members, and at parent nights.

Evaluation and Improvement
School counselors should perform frequent evaluations of their comprehensive school counseling program, in its entirety, the program goals, as well as their own performance.

School Counselor Competencies Assessment

School counselor competencies were developed by ASCA. The competencies outline the skills school counselors should have in order to deliver a data-driven CSCP adherent to the goals of serving students under three domains (social/emotional development, academic success, and college and career readiness). School counselors can use the competency assessment to evaluate the relevance and currency of their skills. Counselors can use the competency assessment to set their professional development goals for evaluation and to justify salaries. School counselors can conduct a competency assessment yearly. See Appendix

School Counseling Program Assessment
School counselors should conduct a yearly program assessment in the spring, in order to identify areas for improvement and success and set short and long-range program goals. The program assessment allows the school counselor to take a systemic look at their comprehensive school counseling program in order to indicate whether or not they have put in place criterion that follow the ASCA National Model. See Appendix

School Counseling Process Assessment
School counselors should perform periodic assessments of specific processes and interventions. Analyzing processes and interventions allows the school counselor a chance to make sure their activities are aligned with the vision, mission, and program goals. It allows the school counselor to assess the process, perception, and outcome data asking such questions as: *does this intervention help close the achievement gap?* or i*s this intervention accessible to all students?* Process analysis can be done directly after an intervention or programming component is offered. For example, school counselors at a middle school level might want to assess how many students were served by their career fair (process data), whether or not students perceptions about how much they knew about a specific career choice increased (perception data), and whether or not student's academic, behavioral, or attendance data changed as a result of the career fair. Other processes school counselors may want to assess include things like, how PSAT scores are disseminated, student transition from elementary school to middle school, best use of vertical counseling teams, kindness week programming, etc. Questions to ask when assessing a school counseling process might be: What went smoothly during that process, what resources were needed but not available during that process, who else could have helped make that day a success?

School Counselor Performance Appraisal
Under Maine's Educator Effective law, the evaluation of teachers and administrators are required using an approved evaluation tool. In many districts, school counselors are evaluated using the same tool as teachers. Teacher based evaluation systems often assess school counselors solely on their performance in facilitating a class-wide school counseling lesson, disregarding the majority of the school counselor's duties and shortchanging the school counselor when it comes to real and valuable feedback about overall performance including areas for growth and successes.

ASCA recommends that chool counselors are evaluated based on the role and scope of their specific position. ASCA's School Counselor Performance Appraisal (See Appendix) offers a tool for school administrators to use to evaluate school counselors in the three areas of the comprehensive school counseling program: management, delivery, and accountability. Duties and responsibilities evaluated include such elements as: "2.3 Provides appraisal and advisement to assist all students with academic,

career and personal/social planning," and "3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement." A school counselor's performance should be evaluated by self-assessment, administrator assessment/observation, and assessment of attainment to meeting professional development or professional growth goals.

School counselors should advocate for the use of school counselor specific evaluation tools. The timeline for evaluation should be aligned with the school counselor's professional growth track and contract. School counselors should be conducting their own performance appraisals yearly regardless of contract. See Appendix for examples of the ASCA School Counselor Performance Appraisal and the Danielson Framework's School Counseling Rubric.

Program Goal Analysis
At the end of the school year, school counselors should compare newly collected data to the baseline data used to write goals for the school year. In looking at the program goals results reports, school counselors should assess whether or not their goals were met and whether or not there was a change in student behavior and learning. In forming program goals for the new school year, school counselors might ask the following questions as suggested by ASCA National Model (2012): Is the goal a SMART goal? Is the goal aimed at closing the opportunity and achievement gap? Was the previous year's program assessment results as well as the results from other reports (ex: needs assessment) taken into account when setting the goal? Was data considered when setting the goal? The final results of the goal analysis combined with other results reports should tell the school counselor both about the overall delivery of their program and where they should direct their efforts in the coming year.

For an example of a district-wide comprehensive school counseling program, please see the RSU 075 Sample program created by Dr. Deborah Drew's 2019 EDU 701 students in the appendix.

For an example of a Recognized ASCA Model Program (RAMP), please read the *Weatherbee School Counseling Program* in the Appendix.

Resources

In addition to the resources listed here, it is recommended that all school counselors maintain a local list of resources in their school community and surrounding area for referrals and family assistance.   This list might include resources such as local therapists and clinical counselors, case management, mental health services, food pantries, shelters, clothing closets, enrichment opportunities such as big brothers/big sisters and alternative funding sources.

<u>S</u>tatewide
211 Maine, https://211maine.org/
Maine Prevention Services, https://www.maine.gov/dhhs/mecdc/population-health/prevention/maine-prevention-services.shtml

Professional Organizations

American School Counselor Association - ASCA https://www.schoolcounselor.org/
Maine School Counselor Association -MESCA https://meschoolcounselor.org/
American Counseling Association -ACA https://www.counseling.org/
Maine Counseling Association - MeCA http://www.maineca.org/

Professional Research Center

UMassCenter for School Counseling Outcome Research and Evaluation
https://www.umass.edu/schoolcounseling/

Recommended Reading & Resources

ASCA National Model newest edition (in press)

ASCA National Model Implementation Guide: Foundation, Management and Accountability. ASCA, 2016

Chen-Hayes & Ockerman (2014). *101 Solutions for School Counselors and Leaders in Challenging Times*. Corwin.

Forbes, H. *Help for Billy*.

North, R. A. (2017). *Motivational Interviewing for School Counselors*.

Remley, T. Rock, W & Reed, R. (2010) *Ethical and Legal Issues in School Counseling,* 4th Ed.

Sharf, R. S. (2013). *Applying Career Development Theory to Counseling*, 6th Ed. Cengage.

Stone & Dahir. (2016). *The Transformed School Counselor*, 3rd Ed. Cengage.

Stone, C. (2017). *School Counseling Principles, Ethics, and Law*, 4th Ed. ASCA.

Young, A., & Kaffenberger, C. (2018). *Making DATA Work, 4th Ed.* ASCA.

504 Accommodations/Plans

ALL

https://kidshealth.org/en/parents/504-plans.html

Drummond Woodsum 504 Management System for Schools http://www.dwmlaw.com/Pub_Detail?id=9

Some possible 504 accommodations/examples http://www.lovejoyschools.com/504_accomodations.htm

Advisory Programs

Elementary School

Responsive Classrooms offers "morning meetings" https://www.responsiveclassroom.org/what-is-morning-meeting/

Middle School

Teaching Tolerance has 20 activities for advisory targeting grades 5-9
http://www.tolerance.org/sites/default/files/PDA%20Advisory%20Activities%20VF.pdf

College Board offers a free curriculum for 8th grade advisory programs
https://bigfuture.collegeboard.org/get-started/educator-resource-center/college-board-advisory-guides

Second Step has an award winning social/emotional advisory program
https://www.secondstep.org/middle-school-curriculum

Talking Circles https://www.tolerance.org/magazine/talking-circles-for-restorative-justice-and-beyond

Ted Talks   https://www.lifehack.org/785441/inspiring-ted-talks-for-kids

High School

Poland Regional High School has a great curriculum, click the links for each grade to see sample lessons and essential questions https://www.rsu16.org/prhs/roundtables

Sample lessons from Westbrook HS in Connecticut https://whs.westbrookctschools.org/groups/48234

School Connect Social/Emotional Learning sample lessons https://www.school-connect.net/social-emotional-learning-student-advisory.html

College Board offers a free high school curriculum broken down by grade level https://bigfuture.collegeboard.org/get-started/educator-resource-center/college-board-advisory-guides

Ted Ed- Ted Talks https://blog.ed.ted.com/2017/03/16/9-ted-talks-recommended-by-students-for-students/

Ted Talks https://www.ted.com/playlists/86/talks_to_watch_with_kids

More Ted Talks https://content.wisestep.com/ted-talks-for-high-school-students/

Bullying

ALL

Maine DOE Comprehensive Bullying Resource Info https://www.maine.gov/doe/schools/safeschools/bullying

College Advising Resources

High School

College Board https://bigfuture.collegeboard.org/

Finance Authority of Maine https://www.famemaine.com/

Common Application https://www.commonapp.org/

Melmac Foundation http://www.melmacfoundation.org/

Maine College Access Network http://www.mainecollegeaccess.org/

Gear Up Maine http://www.gearupme.org/

Trio Programs- Maine Educational Talent Search, Upward Bound https://mets.maine.edu/about-mets/about-trio/

New England Association College Admissions Counselors https://www.neacac.org/

National Association of College Admissions Counseling https://www.nacacnet.org/

ACT Testing and future planning, ACT Profile https://www.actprofile.org/login

SAT Testing https://collegereadiness.collegeboard.org/sat

Accuplacer Testing https://accuplacer.collegeboard.org/

NCAA Clearinghouse for student athletes http://www.ncaa.org/student-athletes/future and https://web3.ncaa.org/ecwr3/

Better Make Room https://www.bettermakeroom.org/

Find your college fit with Cappex https://www.cappex.com/

Earn Micro scholarships for College, RaiseMe https://www.raise.me/

Up Next- Mobile Messaging Campaign for college planning
http://www.coalitionforcollegeaccess.org/upnext.htm

Career Development & Job Resources

Elementary School
California Career Resource Network Lessons
http://www.californiacareers.info/#?Lesson%20Plans

Missouri Career Exploration Lessons http://www.missouricareereducation.org/doc/sos2012winter/career-k8-resources.pdf

Middle School
https://fame.claimyourfuture.com/

https://www.16personalities.com/

California Career Resource Network
http://www.californiacareers.info/#?Lesson%20Plans

Missouri Career Exploration Lessons
http://www.missouricareereducation.org/doc/sos2012winter/career-k8-resources.pdf

High School

ASVAB career planning program

ONET online https://www.onetonline.org/

Gear UP's Career Resource Page http://www.gearupme.org/career-exploration.html

Sample Career Curriculum
https://www.okcareertech.org/educators/career-and-academic-connections/career-development-resources/high-school-career-development-lessons

California Career Resource Network
http://www.californiacareers.info/#?Lesson%20Plans

Naviance https://www.naviance.com/

Bridges.com, Choices
https://access.bridges.com/auth/login.do;jsessionid=941EC60255088E626A7F5E5C3EDD2367?targetUri=%2Fportal%2FlandingPage.do

ALL

Maine's Career Centers https://www.mainecareercenter.gov/

Maine Career Development Association
http://www.maine-cda.org/

National Career Development Association website and resources
https://www.ncda.org/aws/NCDA/pt/sp/resources

Reach HIgher Maine Resource- downloadable PDF with contacts and programs for
http://www.mainecollegeaccess.org/reach-higher-maine

Jobs for Maine Grads https://www.jmg.org/

Book: Curry & Milson, (2014). *Career Counseling in P-12 Schools*. Springer

Jump Start- Financial Literacy & Planning http://mejumpstart.org/

Child Abuse & DHHS Reporting
ALL

DHHS Child Abuse Reporting https://www.maine.gov/dhhs/ocfs/cw/reporting_abuse.shtml

Mandated Reporter https://www.maine.gov/dhhs/mandated_reporters.shtml

https://www.maine.gov/dhhs/ocfs/prevention.shtml

Curriculum/ Lessons
ALL

West Virginia DOE website
https://wvde.state.wv.us/counselors/group-lessons.html

New Jersey sample lesson plans
https://www.state.nj.us/education/njsci/couns_progs.pdf

Missouri Counselors small group and classroom lessons
http://www.missouricareereducation.org/project/smallgroup

North Carolina Public Schools model with sample curriculum
http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf

An example of a comprehensive program from Freeport, PA.
https://www.freeport.k12.pa.us/userfiles/60/my%20files/com_%20%20guidance%20program.pdf?id=625

Evidence Based Elementary Curriculum Program- Second Step
https://www.secondstep.org/

Divorce/ Blended Families
ALL

Kids First Center https://www.kidsfirstcenter.org/

State of Maine parent education programs for divorce
https://www.courts.maine.gov/maine_courts/family/parent-education-programs.html

Rainbows Curriculum https://rainbows.org/services/divorce-support

Domestic Violence
ALL

Maine Coalition to End Domestic Violence https://www.mcedv.org/get-help/

Young Adult Abuse Prevention Program http://www.yaapp.org/

Jake & Caroline Skit http://www.yaapp.org/video-jake-caroline/

A Thin Line- MTVs sexting, cyberbullying and digital dating abuse campaign

Drugs & Alcohol

ALL

Local Prevention Partners https://www.youareprevention.org/local-prevention-partners

Maine Substance Abuse and Mental Health Services https://www.maine.gov/dhhs/samhs/osa/

SAMHSA www.samhsa.gov/find-help/national-helpline

Narcotics Anonymous Maine   https://namaine.org/

Alcoholics Anonymous Maine http://csoaamaine.org/

Al-Anon   https://al-anon.org/

Foundation for a Drug Free World offers free materials for teachers\
https://www.drugfreeworld.org/takeaction/anti-drug-education-package-details.html

Enrichment

All

Boys to Men   https://www.maineboystomen.org/

Cooperative Extension 4-H program https://extension.umaine.edu/4h/

Maine Youth Summer Camps https://mainecamps.org/

Big Brothers/ Big Sisters in Maine

     BB/BS Mid Maine http://www.bbbsmidmaine.org/

     BB/BS Southern Maine https://www.somebigs.org/

     BB/BS Bath/Brunswick http://www.bbbsbathbrunswick.org/

Health

     Maine Youth Action Network http://www.myan.org**/**

Leadership

     Middle School

     The Leadership School at Kieve

     https://www.kwe.org/the-leadership-school/

     High School

     Grade 10

Rotary Youth Leadership https://www.rotary.org/en/our-programs/rotary-youth-leadership-awards/details
Hugh O'Brian Youth Leadership (HOBY) https://www.hoby.org/
Maine Youth Leadership (MYL) https://www.maineyouthleadership.org/
Olympia Snowe Women's Leadership Institute https://www.snoweleadershipinstitute.org/

Grade 11
Girl's State http://www.maineala.org/dirigo-girls-state.html
Boy's State http://www.mainelegion.org/pages/programs/boys-state.php

Science
Grade 11 Keller Bloom Program https://www.bigelow.org/education/bloom.html
Grade 12 National Youth Science Camp https://nysf.smapply.io/

Ethical/Legal Issues
ALL

ASCA's Legal & Ethical webpage
https://www.schoolcounselor.org/school-counselors-members/legal-ethical

ACA's Ethical & Professional Standards website https://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources

Drummond Woodsum, news and articles
http://www.dwmlaw.com/
Pine Tree Legal- free civil legal aid in Maine https://ptla.org/

Kids Legal- free civil legal aid for Maine's children and their caregivers, lots of great resources
https://kidslegal.org/

Family Incarceration/Jail
ALL

Article https://www.publicnewsservice.org/2016-04-25/childrens-issues/maine-highest-percentage-in-new-england-of-kids-with-parents-in-prison/a51586-1

7 helpful programs for children of incarcerated parents
https://web.connectnetwork.com/programs-for-children-of-incarcerated-parents/

The Annie E. Casey Foundation https://www.aecf.org/

Rutgers University, The National Resource Center on Children and Families of the Incarcerated

https://nrccfi.camden.rutgers.edu/

Justice Strategies Article https://www.justicestrategies.org/coip/blog/2017/06/how-can-schools-teachers-and-counselors-help-children-impacted-incarceration

Elementary
Sesame Street https://sesamestreetincommunities.org/topics/incarceration/

Rainbows- Programs for Children with incarcerated parents
https://rainbows.org/services/incarceration

<u>**Gap Year & Exchange Programs**</u>

High School

Maine Commission for Community Service, #ServeInMaine AmeriCorps
http://www.dwmlaw.com/

A fairly comprehensive list of Gap Year programs https://usagapyearfairs.org/programs/

Go Abroad features a multitude of exchange programs of varying lengths and focuses
https://www.goabroad.com/

<u>**Grief**</u>

ALL

The Center for Grieving Children, Maine http://www.cgcmaine.org/

National Center for Grieving Children & Families, The Dougy Center https://www.dougy.org/

National Alliance for Grieving Children- Maine Services, including summer camps
https://childrengrieve.org/component/content/article/9-find-support/25-programs-in-maine

Camp Kita- free summer camp for children and teens who have lost a loved one to suicide
https://campkita.com

Resources for those who have lost a loved one to suicide
https://www.maine.gov/suicide/survivors/index.htm

<u>**Homeless/Unaccompanied Youth**</u>

ALL

Federal McKinney Vento resource page
https://nche.ed.gov/mckinney-vento/

State of Maine website for homeless youth has information and links to McKinney Vento act and other pertinent laws as well as resources.
https://www.maine.gov/dhhs/ocfs/cbhs/services/homeless/index.shtml

New Beginnings - Homeless Youth Shelter offers a continuum of services for runaway and homeless youth in Maine. Emergency shelter, youth outreach and resources as well as a drop in center and transitional apartment services. Serving Androscoggin, Kennebec and Franklin County

The Opportunity Alliance provides case management and services for homeless and at-risk youth and their families in the Greater Portland area and York county.
https://www.opportunityalliance.org/programs/children-and-youth-mental-health-services/homeless-youth-services/

The Joe Kreisler Preble Street Teen Shelter offers a continuum of services for homeless or runaway teens age 12-20. Located in downtown Portland.
https://www.preblestreet.org/what-we-do/teen-services/joe-kreisler-teen-shelter/

The Shaw House in Bangor provides emergency shelter, case management, street outreach and drop in services for the following counties: Penobscot, Piscataquis, Hancock, Washington and Aroostook counties.
https://www.theshawhouse.org/

Illness

ALL

Camp Sunshine
A retreat for children with life threatening illnesses and their families on Sebago Lake that bears no cost to families. Camp Sunshine serves families of children with cancer, hematologic conditions, renal disease, systemic lupus erythematosus, and those who have undergone solid organ transplantation. They offer programs to children and families at various stages of illness and seek to provide forums for families in unique circumstances within the general populations that it serves. Bereavement programs are also offered to families who have attended in the past or who have experienced the death of a child from a supported illness.
https://www.campsunshine.org/

The Ronald McDonald House
Provides comfort, compassion and care for families of seriously ill children by offering housing in Portland and Bangor and maintaining a family room at Maine Medical Center while children are in the hospital
https://rmhcmaine.org/

Make a Wish Foundation
Make-A-Wish grants the wish of a child diagnosed with a life-threatening medical condition to help strengthen and empower children battling critical illnesses for children ages 2 ½ -18
https://maine.wish.org/refer-a-child

The Dempsey Center for Cancer
Support for children, teens and families when a loved one is battling cancer, support groups, adventure activities, counseling, support for grieving children and preparing for a death. Resources for parents and caregivers as well.
https://www.dempseycenter.org/services/youth-family-services/

LGBTQ+

Elementary School

Ready, Set, Respect! - We all want students to feel safe and respected and to develop respectful attitudes and behaviors. The kit provides a set of tools that will help you prepare to teach about respect and includes lesson plans that can help you seize teachable moments. The lessons focus on name-calling, bullying and bias, LGBTQ-inclusive family diversity, and gender roles and diversity, and are designed to be used as either standalone lessons or as part of a school-wide anti-bias or bullying prevention program. - https://www.glsen.org/readysetrespect

Queer Kid Stuff - A web series educating kids on LGBTQ topics. Creator and host Lindsay and her best stuffed friend Teddy explain queer topics through a vlog-style conversation with young viewers focused on love and family. The short videos are a tool for parents/guardians, teachers, and LGBTQ adults to help them explain these words and ideas to young children in their lives, recommended for ages 3-7. A free, printable activity sheet accompanies each episode to further instill the lessons of the videos through activities which can be done at home or in the classroom. - http://queerkidstuff.com

HRC Foundation's Welcoming Schools - Welcoming Schools is the nation's premier professional development program providing training and resources to elementary school educators to embrace family diversity, create LGBTQ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students. - http://www.welcomingschools.org/

Middle School and High School
OUTRIGHT Lewiston/Auburn http://www.outrightla.org/
OUTRIGHT PORTLAND https://portlandoutright.org/

ALL

Human Rights Campaign

Teachers, parents, and other adults who work with youth, this guide covers topics ranging from basic concepts of gender and the importance of affirming gender identity, to best practices for restroom access and working with parents/guardians who are unsupportive.
https://www.hrc.org/resources/schools-in-transition-a-guide-for-supporting-transgender-students-in-k-12-s

GLSEN's Respect for All - Policy Recommendations to Support LGBTQ Students: A Guide for District and School Leaders - This resource provides education policymakers and practitioners, particularly at the district and school levels, with concrete recommendations related to creating safe and affirming learning environments that uphold the dignity of all students.
https://www.glsen.org/article/respect-all-policy-recommendations-support-lgbtq-students

GLSEN's Supporting Safe and Healthy Schools for Lesbian, Gay, Bisexual, Transgender, and Queer Students: A National Survey of School Counselors, Social Workers, and Psychologists - This guide is the latest example of GLSEN's evidence-driven approach to understanding the dimensions and impact of LGBTQ issues in K-12 schools, and identifying the most promising avenues for an effective response.
https://www.glsen.org/sites/default/files/Supporting%20Safe%20and%20Healthy%20Schools%20-%20A%20Report%20on%20Mental%20Health%20Professionals%20%26%20LGBTQ%20Youth_0.pdf

GLSEN's Guide for Trans and Gender Nonconforming Students - This guide outlines the rights students have in their schools. https://www.glsen.org/sites/default/files/Trans%20Student%20KYR_0.pdf

The Gender Cool Project - The GenderCool Project is a national storytelling campaign spotlighting remarkable stories of transgender young people. https://gendercool.org
Trans Youth Equality Foundation - The Trans Youth Equality Foundation provides education, advocacy, and support for children and youth who are transgender and gender expansive and their families.
http://www.transyouthequality.org

Safe Spaces: Any staff member in the district can order their own Safe Space kit. The guide provides concrete strategies that will help you support LGBTQ students, educate about anti-LGBTQ bias, and advocate for changes in your school. The kit not only guides you through making an assessment of your school's climate, policies, and practices but it also outlines strategies that you may use to advocate for change, including posting a Safe Space sticker or Safe Space poster in your classroom or office.
https://www.glsen.org/safespace

Teaching Tolerance's Best Practices for Serving LGBTQ Students guide - Written to help school leaders ensure that all students feel safe, seen and capable of success; to ensure that the curriculum is as complete and representative as possible; to ensure that the school climate fosters open and respectful dialogue among all students and staff; and to prepare youth to engage and thrive within our diverse democracy.
https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students

The Human Rights Campaign's Schools in Transition guide - Written for administrators,
Gender Spectrum - Gender Spectrum's mission is to create a gender-inclusive world for all children and youth. To accomplish this, they help families, organizations, and institutions increase understandings of

gender and consider the implications that evolving views have for each of us.
https://www.genderspectrum.org

OUT Maine
Provides advocacy, support for LGBTQ youth as well as trainings and professional development for educators and counselors   https://outmaine.org/

BOOK: _Becoming Nicole_ by Amy Ellis Nutt The inspiring true story of Nicole Maines, a transgender girl from Maine, and her family.

PFLAG
Provides support, information and resources for family and friends of LGBTQ people. There are several chapters in Maine.   https://pflag.org/

The Trevor Project
A hotline and website devoted to suicide prevention and crisis intervention for LGBT youth
https://www.thetrevorproject.org/#sm.0001f1w3b04x6f79xg72hm1xtavn5

Military Families/ Deployment

ALL

Resources for Maine Veterans, Soldiers and their families
https://www.maine.gov/dhhs/mecdc/veterans-resources.htm

Maine Military and Community Network http://mainemcn.org/

Educational Opportunities for Veterans & Soldiers and their family
https://www.famemaine.com/education/audiences/military/

The American Legion Department of Maine
http://www.mainelegion.org/pages/resources.php

Operation Homefront
https://www.operationhomefront.org/

Our Military Kids https://ourmilitarykids.org/how-to-apply/

Operation We Are Here
Provides resources to children of those deployed http://www.operationwearehere.com/Children.html

Maine Army National Guard Family Program https://www.me.ngb.army.mil/family/

Elementary

Sesame Street- Military Families
https://www.sesameworkshop.org/what-we-do/military-families

New Mainers

ALL

Immigrant Resource Center of Maine
As an organization mainly made up of immigrants and refugees, we try to do as much ... IRCM works to promote culturally and linguistically appropriate services. https://www.ircofmaine.org/

http://immigrantyouth.mainelaw.maine.edu/resources/community-support/

Play & Expressive Therapy

Elementary School
https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm

ALL

New England Association of Play Therapy https://neafpt.wildapricot.org/

American Association for Play Therapy https://www.a4pt.org/

Georgetown Behavioral Health Institute article and resources about expressive therapies
https://www.georgetownbehavioral.com/expressive-art-therapy-for-children

National Association for Poetry Therapy https://poetrytherapy.org/

American Art Therapy Association https://arttherapy.org/

American Dance Therapy Association https://adta.org/

American Music Therapy Association https://www.musictherapy.org/

Pregnancy and Reproductive Health

ALL

Maine Family Planning offers confidential comprehensive reproductive health care to teens
https://mainefamilyplanning.org/

WIC Nutrition Program https://www.maine.gov/dhhs/mecdc/health-equity/wic/index.shtml

Maine Care Benefits https://www.maine.gov/dhhs/oads/MaineCare/index.shtml

Opportunity Alliance Young Parent Program https://www.opportunityalliance.org/programs/children-and-youth-mental-health-services/young-parent-program-ypp/

Multicultural Awareness and Education
ALL

Mix it up Day https://www.tolerance.org/mix-it-up

Maine Wabanaki Reach http://www.mainewabanakireach.org/

Center for the Prevention of Hate Violence http://www.preventinghate.org/people/steve.htm

Maine Civil Right Teams https://www.maine.gov/ag/civil_rights/index.shtml

Seeds of Peace https://www.seedsofpeace.org/programs/educator-programs/

Teaching Tolerance https://www.tolerance.org/

Tribal Domestic Violence and Sexual Assault Resources
Wabanaki Women's Coalition – (207) 763-3478
Aroostook Band of Micmacs, Domestic & Sexual Violence Advocacy Center – (207) 551-3639
Houlton Band of Maliseets, Domestic & Sexual Violence Advocacy Center – (207) 214-1917
Passamaquoddy Peaceful Relations – 1-877-853-2613
Penobscot Indian Nation, Domestic & Sexual Violence Advocacy Center (207) 631-4886

Restorative Practices
ALL

Maine Youth Court http://www.maineyouthcourt.org/

Restorative Justice Institute of Maine https://www.rjimaine.org/

Restorative Justice Project http://www.rjpmidcoast.org/

Restorative Practices Collaborative of Maine   https://www.rpcofmaine.com/resources-research

International Institute for Restorative Practices https://www.iirp.edu/restorative-practices/what-is-restorative-practices

Self-Harm/Cutting

ALL

Cornell University Research Program for Self-Injury and Recovery
http://www.selfinjury.bctr.cornell.edu/index.html

Cornell University Developing and Implementing a School Protocol
http://www.selfinjury.bctr.cornell.edu/perch/resources/non-suicidal-self-injury-in-schools.pdf

Cornell University - information for parents
http://www.selfinjury.bctr.cornell.edu/perch/resources/parenting-2.pdf

Self-Harm- NAMI https://www.nami.org/Learn-More/Mental-Health-Conditions/Related-Conditions/Self-harm

Non-Suicidal Self Injury information by Greg Marley
https://usm.maine.edu/sites/default/files/pdc/Self-Injury,%20Suicide%20Risk%20and%20Substance%20Abuse%20Oct%202016_1.pdf

Sexual Assault

ALL

Maine Network of Children's Advocacy Centers http://www.cacmaine.org/

Maine Coalition Against Sexual Assault http://www.mecasa.org/

Sexual Assault Prevention and Response Services http://sapars.org/

Small Group Counseling

ALL

Association for Specialists in Group Work
https://www.asgw.org/

BOOK: Springer, S. (2018). *A School Counselor's Guide to Small Groups*. Association for Specialists in Group Work

Elementary School
Small group counseling lessons http://www.elementaryschoolcounseling.org/small-group-counseling.html

Middle School

Girls group activities https://www.schoolcounselingfiles.com/girl-power.html

High School

Missouri counselors small group lessons/activities
http://www.missouricareereducation.org/project/smallgroup

Social Media and Technology

ALL

International Society of Technology in Education https://www.iste.org/learn/digital-citizenship

Common Sense Media offers digital citizenship lessons for educators, being updated for August, 2019
https://www.commonsense.org/education/

Elementary School

Common Sense Media has curriculum for Grades 3- 8 https://www.commonsense.org/education/

Middle School

Common Sense Media has curriculum for Grades 3- 8 https://www.commonsense.org/education/

High School

Screenagers- a movie about growing up in the digital age https://www.screenagersmovie.com/
Website had info about the movie, hosting parent nights and general resources for parents

Sample lesson plans from the New York Crimes Commission
http://www.nycrimecommission.org/pdfs/social-media-violence-lesson-plan.pdf

Suicide Prevention

ALL

Maine Youth Suicide Prevention https://www.namimaine.org/

American Foundation for Suicide Prevention www.afsp.org

Camp Kita
A free summer camp for youth who have lost a loved one to suicide https://campkita.com

The Trevor Project

Provides educational materials, crisis intervention and suicide prevention via a 24 hour online and phone helpline for suicidal GLBTQ youth. There are abundant resources on their website
https://www.thetrevorproject.org/#sm.0001f1w3b04x6f79xg72hm1xtavn5

Trauma Informed Education

Maine Resilience Building Network https://maineresilience.org/

Sesame Street Trauma Resources https://sesamestreetincommunities.org/

https://traumaawareschools.org/traumaInSchools

Trauma Sensitive Schools, a collaboration between Harvard Law School and Mass Advocates for Children https://traumasensitiveschools.org/

Trauma Informed Practices at the Post-Secondary Level
https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf

The National Child Traumatic Stress Network https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems/schools

https://www.monarchroom-traumainformededucation.com/

Adverse Childhood Experiences
https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html

http://www.urbanchildinstitute.org/resources/videos/combating-adverse-childhood-experiences-through-resilience-based-interventions

https://theforum.sph.harvard.edu/events/the-toxic-stress-early-childhood-adversity/

Other: Blogs, Podcasts & Pinterest

Many school counselors enjoy reading school counselor Blogs, listening to podcasts and finding inspiration on Pinterest. Here are a few examples to check out and get you started. There are many great ideas and resources to help take your counseling program to the next level.

Video & Podcasts

ASCA on air https://videos.schoolcounselor.org/home

Podcasts

https://www.hatchingresults.com/podcasts

https://podcasts.apple.com/us/podcast/a-series-of-podcasts-with-tips-tricks-for-school-counselors/id1149544320

https://podcasts.apple.com/us/podcast/the-high-school-counselor/id1387576766

Blogs

60 school counseling related blogs
https://www.mastersincounseling.org/guide/school-counseling-sites/

More blogs
https://www.schoolcounselingfiles.com/helpful-blogs.html

www.counselorup.com

https://www.themiddleschoolcounselor.com/

www.counselorkeri.com

http://savvyschoolcounselor.com/

https://www.hatchingresults.com/blog

Pinterest Boards

https://www.pinterest.com/schcounselor/school-counseling-ideas-school-counselor-blog/
https://www.pinterest.com/schcounselor/school-counseling-ideas/

https://www.pinterest.com/bemh/lesson-ideas-school-counseling/

https://www.pinterest.com/mscounseling/elementary-school-counseling/

https://www.pinterest.com/mscounseling/middle-school-counseling/

https://www.pinterest.com/taradeveau/school-counseling/

https://www.pinterest.com/nyc1885/school-counselor-high-school/

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

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Belief and Mission Statement. (n.d.) Retrieved from https://www.bcbe.org/Page/13459

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