

# KPBSD Comprehensive School Counseling Program Framework

September 11, 2023

Seward, Alaska



**KPBSD Mission:  
Supporting students in life success**

# Comprehensive K-12 School Counseling Programs

- Characteristics of Comprehensive K-12 School Counseling Program
- School Counselor Role (School Counselor vs. Guidance Counselor)
- School Counselor Skills
- Direction and Collaboration
- Benefits of Comprehensive K-12 School Counseling Programs

# Mission & Vision

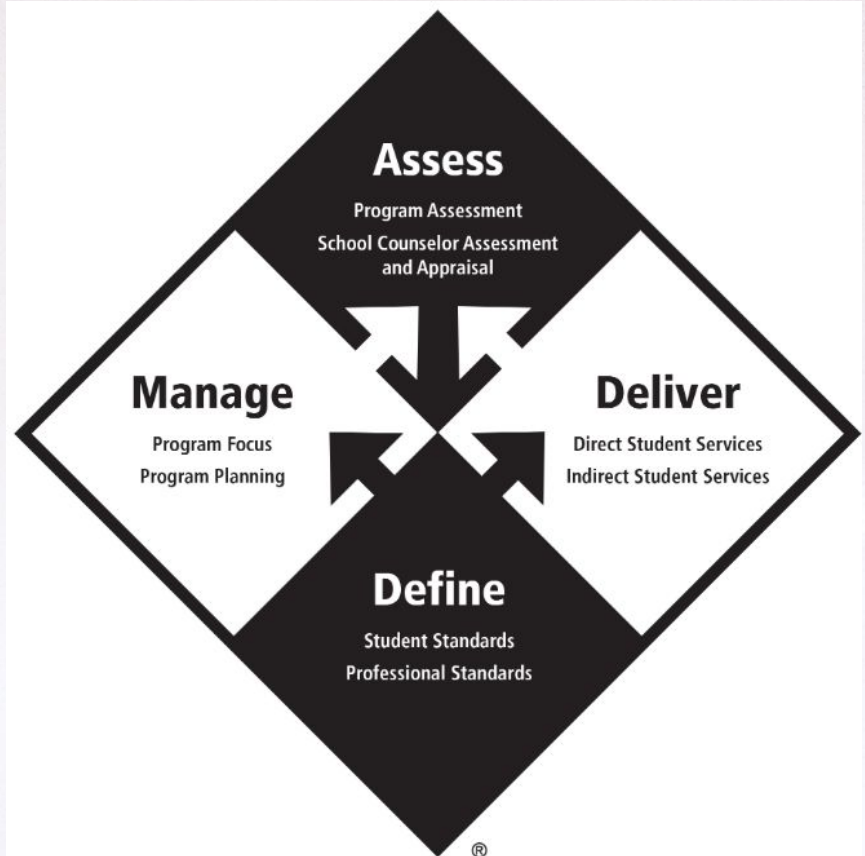
The vision of the KPBSD Comprehensive K-12 School Counseling Framework is that every school in KPBSD implements a comprehensive school counseling program in which the school counselor's time is devoted to the support of student academic success, social/emotional development, and college/career readiness. Through a comprehensive school counseling program as outlined in the KPBSD Comprehensive K-12 School Counseling Framework, students will acquire and demonstrate the skills to be lifelong learners and leaders. KPBSD students are equipped to succeed in life as they face the challenges and the opportunities of today's world throughout their K-12 educational experiences and beyond.

The mission of the KPBSD Comprehensive K-12 School Counseling Framework is to develop and deliver a comprehensive school counseling program for all students which addresses the academic, career, and social/emotional development of all students by partnering with faculty, staff, parent/guardians and community to facilitate student growth and success. As professional school advocates, school counselors facilitate services to ensure students have equal access and opportunity to gain the attitude, knowledge and skills necessary to be successful in a dynamic world.

# Four Components of the K-12 Framework

The ASCA National Model guides school counselors in the development of comprehensive school counseling programs that are:

- Based on data-informed decision making
- Delivered to all students systematically
- Developmentally appropriate and include curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Created to close achievement and opportunity gaps
- Results-oriented to improve student achievement, attendance, and discipline



# Define



## ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student



## ASCA School Counselor Professional Standards & Competencies

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

### School counselors

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

### School administrators

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

### School counselor education programs

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

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

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

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

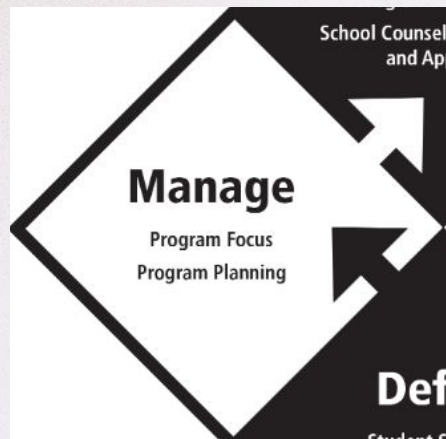
**Behaviors:** The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

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

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

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

# Manage



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

## Annual Administrative Conference

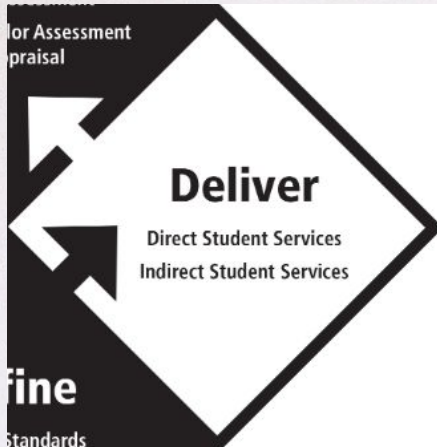
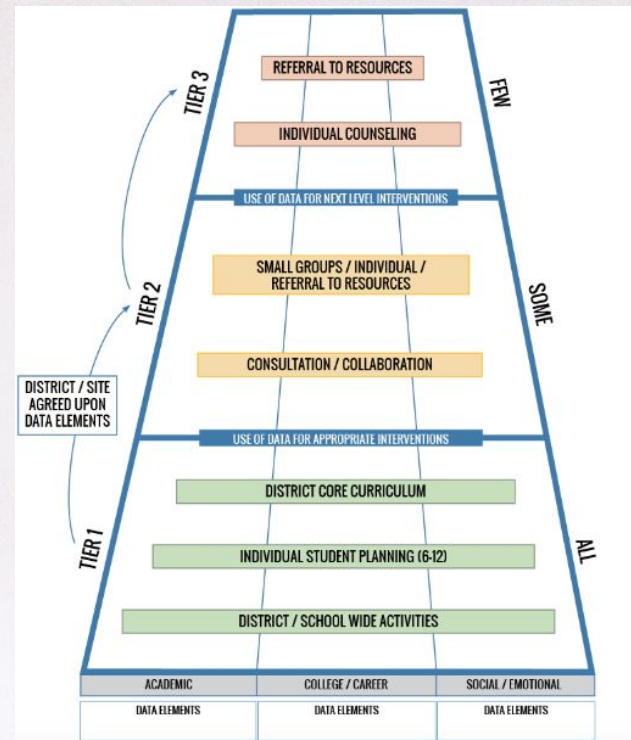
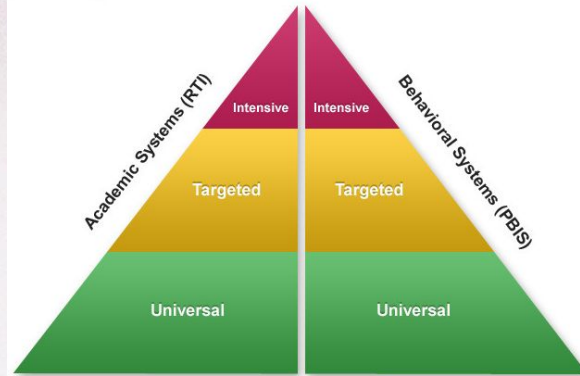
School Counselor Shawn Bultsma

Year 2023-2024

### Annual Student Outcome Goals

- |   |   |
|---|---|
| 1 | For SY 2023-2024, Kenai Alternative High School will increase the graduation rate to 55% and reduce the dropout rate to less than 25% by offering increased credit earning opportunities through the restructuring of the rotation and daily schedule, the offering of enrichment courses, and the implementation of an intervention system that is data driven.  |
| 2 | For SY 2023-2024, Kenai Alternative High School will increase student ability to accurately identify and effectively respond to their emotions by 23% and increase student ability to remain calm even when under stress by 8% on the KPBSD Climate and Mindset annual survey through development and implementation of SEL and restorative practice strategies in mentorship classes and daily access to a full-time school counselor. |
| 3 | For SY 2023-2024, Kenai Alternative High School will increase the attendance rate to 73% by emphasizing relationship building in mentorship classes and community-focused programs and the implementation of an attendance promotion.   |

# Deliver (80%)





# Deliver (80%)

## Elementary Counseling at Nikiski North Star Elementary, Ninilchik, and Tebughna schools



## Goal of Elementary Counseling

To teach our young ones how to problem solve, how to get along with each other, how to calm down so they can think.

## Soldotna High School Counseling Program

Counseling Program Mission & Vision

### Meet the Team



Patti Vaughan (A-F)

School Counselor  
907-260-7073

[pvaughan@kpbsd.k12.ak.us](mailto:pvaughan@kpbsd.k12.ak.us)



Jeanette Kominiczak (G-M)

School Counselor  
907-260-7074

[jkominiczak@kpbsd.k12.ak.us](mailto:jkominiczak@kpbsd.k12.ak.us)



Megan Murphy (N-Z)

School Counselor  
907-260-7059

[mmurphy@kpbsd.k12.ak.us](mailto:mmurphy@kpbsd.k12.ak.us)



Margo Waara

# Assess



## Tustumena Minute Meeting - Primary

shawn.bultsma@g.kpbsd.org [Switch account](#)

Not shared

\* Indicates required question

Grade \*

- PK (begin in winter)
- K (begin in winter)
- 1
- 2

How is your day going? \*

- 1 - Very Good
- 2 - Good
- 3 - Okay
- 4 - Bad
- 5 - Very Bad



## 2023 KPBSD Student Climate and Mindset Survey Results

Kenai Alternative School - Grades 6-12

Total Grades 6-12 Respondents: 47



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Student Programs  
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[Transportation Dashboard](#) [Error List Overview](#) [Report Card - Standards Based \(Elementary\)](#) [NewToSchool](#) [Transcripts](#)

## 3 Delivery of Service

**3a** Spends 80% of time in direct and indirect services to students

### Level of Performance

**Unsatisfactory**

Does not spend 80% of time in direct/indirect services to students.

**Basic**

Approaches 80% of t

**3a1** Engages students to establish academic, personal/social, and career goals

### Level of Performance

**Unsatisfactory**

Does not consult students in establishing their academic, career, and personal/social goals and options.

**Basic**

Occasionally consults and personal/social g

**3a2** Counsels individual students and groups of students

### Level of Performance

**Unsatisfactory**

Does not offer or is not available for responsive services.

**Basic**

Occasionally is avail

**3a3** Consults effectively with parents, teachers, administrators, and other stakeholders

### Level of Performance

**Unsatisfactory**

**Basic**

# Implementation of Comprehensive K-12 School Counseling Programs

School counselors are certified educators with a minimum of a master's degree. The master's degree in counseling ranges from 33 credit hours to 60 credit hours, with some programs requiring up to 700 internship hours. This extensive training makes school counselors uniquely qualified to address all students' academic, career, and social and emotional development needs. Utilizing school counselors to change schedules, coordinate testing, or other administrative duties is not a useful application of their extensive skill set in counseling.

[A number of recent journal articles](#) have researched and examined the impact of school counselors and school counseling programs on PK-12 student outcomes. The research articles support the value of comprehensive school counseling for students in the domains of academic development, college and career readiness, and social and emotional development when school counselors are utilized correctly as managers of comprehensive school counseling programs.

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# Questions & Comments

