

## **Comprehensive K-12 School Counseling Programs**

Comprehensive K-12 school counseling programs are intended to provide equitable access for all students to gain the skills to promote lifetime learning, decision making, long-range planning, career self management, and social development to become responsible members of their community and world. A K-12 comprehensive school counseling program is essential to helping the Kenai Peninsula Borough School District (KPBSD) achieve its mission of supporting students in life success.

Comprehensive K-12 school counseling programs assure that parents/guardians are provided access to available school and community resources. Through the employment of a comprehensive K-12 school counseling program a positive, collaborative, and interdisciplinary approach is established between all educators: teachers, counselors, and administrators.

Furthermore, these programs define the school counselor's role as an educator, collaborator, and consultant, as well as the school counselor's role in meeting students' needs and achievement outcomes. In addition, a comprehensive K-12 program clarifies the critical functions of the counseling program. The clarification of roles is further emphasized through the tools provided for program management, delivery, and assessment, which provide our administrators and board of education with the narrative and data necessary to advocate for systemic change and fiscal support for full implementation of comprehensive programs at all levels (i.e., elementary, middle, high school, and middle college).

### **The Framework**

This K-12 Framework affirms the pivotal role of the school counselor in KPBSD's schools and challenges schools to define their school counseling programs based on research and evidence-based best practices. The Framework recommends concepts, definitions, and direction for development and continuous improvement.

The K-12 Framework does not suggest that schools will be able to do everything envisioned here initially. Rather, the K-12 Framework lays out an approach for building and sustaining a program that addresses student needs over time. It seeks to support each school in creating and maintaining a comprehensive school counseling program as a required element of the school support system, essential in achieving our K-12 district-wide goal of supporting students in life success.

**T**he ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

## **ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student**

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

### **Category 1: Mindset Standards**

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

### **Category 2: Behavior Standards**

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

<b>Learning Strategies</b>	<b>Self-Management Skills</b>	<b>Social Skills</b>
<b>B-LS 1.</b> Critical thinking skills to make informed decisions	<b>B-SMS 1.</b> Responsibility for self and actions	<b>B-SS 1.</b> Effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Creative approach to learning, tasks and problem solving	<b>B-SMS 2.</b> Self-discipline and self-control	<b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them
<b>B-LS 3.</b> Time-management, organizational and study skills	<b>B-SMS 3.</b> Independent work	<b>B-SS 3.</b> Positive relationships with adults to support success
<b>B-LS 4.</b> Self-motivation and self-direction for learning	<b>B-SMS 4.</b> Delayed gratification for long-term rewards	<b>B-SS 4.</b> Empathy
<b>B-LS 5.</b> Media and technology skills to enhance learning	<b>B-SMS 5.</b> Perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Ethical decision-making and social responsibility
<b>B-LS 6.</b> High-quality standards for tasks and activities	<b>B-SMS 6.</b> Ability to identify and overcome barriers	<b>B-SS 6.</b> Effective collaboration and cooperation skills
<b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Effective coping skills	<b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups
<b>B-LS 8.</b> Engagement in challenging coursework	<b>B-SMS 8.</b> Balance of school, home and community activities	<b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary
<b>B-LS 9.</b> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	<b>B-SMS 9.</b> Personal safety skills	<b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participation in enrichment and extracurricular activities	<b>B-SMS 10.</b> Ability to manage transitions and adapt to change	<b>B-SS 10.</b> Cultural awareness, sensitivity and responsiveness