

KPBSD Comprehensive K-12 School Counseling Program Framework



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

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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.

Characteristics of Comprehensive K-12 School Counseling Program

The table below identifies and describes defining characteristics of a comprehensive K-12 school counseling program based on the ASCA National Model.

Characteristic	Definition
Results-based	A results-based K-12 program “is designed to guarantee that all students acquire the competencies to become successful in school and to make a successful transition from school to higher education, to employment or to a combination of higher education and work” (Johnson & Johnson, 2003, p. 181).
Standards-based	The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program (Campbell & Dahir, 1997, p. 3).
Data-driven	The National Model is based on the Comprehensive Developmental Guidance program model, with an increased focus on both accountability and the use of data to make decisions .and to increase student achievement ...With the advent of NCLB (2001), school counselors have to work much harder to show that the work they are doing is helping school systems to meet the mandates established by this legislation. School counselors are now responsible for demonstrating their accountability just as teachers and administrators are (McGannon et al., 2005, pp. 5, 9).
Developmental	Provides developmentally appropriate instruction and services in three domains: academic, career, and personal/social. “They are developmental in that guidance activities are conducted on a regular, planned, and systematic basis to assist students to achieve competencies. Although immediate and crisis needs of students are to be met, a major focus of a developmental program is to provide all students with experiences to help them grow and develop” (Gysbers & Henderson, 2000, p. 26).
Comprehensive	Guidance programs are comprehensive in that a full range of activities and services, such as assessment, information, consultation, counseling, referral, placement, follow-up, and follow-through, are provided (Gysbers & Henderson, 2000. p. 26).

Characteristic	Definition
K-12	<p>An integrated system of counseling activities and services that are systematically provided to K-12 students.</p> <p>School counseling is a program with characteristics similar to other programs in education: “student competencies; activities and processes to assist students in achieving these competencies; professionally certified personnel; materials and resources; and program, personnel, and results evaluation” (Gysbers & Henderson, 2000, p. 26).</p>

[Source: Rhode Island Framework for Comprehensive K-12 School Counseling Programs, 2005, p. 2]

School Counselor Role

Comprehensive K-12 school counseling programs are developmental, proactive and preventative. They enhance learning by assisting students to acquire critical skills for lifelong learning and success. When school counselors create a comprehensive school counseling program, they are able to help every student improve academic achievement, navigate social and emotional development and prepare for successful careers after graduation. Because of their helping nature, school counselors often respond to reactive needs in a school. While this is inevitable at times, if school counselors are only reactive, preventative supports are forgotten.

Guidance Counselor Vs. School Counselor

Historically, the term “guidance counselor” was used to refer to counselors working in the schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still use the outdated “guidance counselor” term, the American School Counselor Association (ASCA) encourages the use of “school counselor” to more accurately reflect the role. Additionally, research has found that “guidance counselors” are perceived as less competent than “school counselors.”

Guidance counselors of the past:

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

School counselors of today:

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance, and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Comprehensive K-12 school counseling ensures school counselors maintain focus on proactive preventative approaches, in the form of program goals, action plans, calendars, and use of time. Parents/guardians, the press, administrators, and the general public may wonder what school counselors do on a daily basis. Gone are the days of school counselors sitting in their offices simply handing out college applications, making schedule changes for students who want to drop a class, or waiting for a crisis to occur.

Today’s school counselors are vital members of the education team. School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate, and collaborate to promote equity and access for all students by connecting their school counseling program to the school’s academic mission and school improvement plan. Comprehensive school counselors help all students in the areas of academic achievement, career, and social and emotional development, ensuring today’s students become the productive, well-adjusted adults of tomorrow.

School Counselor Skills

Among the skills that characterize a school counselor, the following are considered essential:

Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention, and responsive services.
Consultation	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
Coordination of Services	School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
Leadership	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.

Use of Data	Data provides a method to determine the impact of a school counseling program on student success and school climate.
Use of Technology	School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

Adapted from the Alaska School Counseling Framework (2007) & Fairbanks North Star Borough School District Comprehensive Counseling Program Counselor Role (2009).

Direction and Collaboration

A comprehensive K-12 school counseling program establishes direction through developing vision and mission statements, annual calendars, action plans and incorporating the [American School Counselor Association Mindsets and Behaviors for Student Success](#). Comprehensive school counselors embrace [professional standards](#) and models for best practice in the field. A lack of direction often yields actions irrelevant. When the final destination is clear, school counselors know what to do to get there.

A comprehensive school counseling program is not done in isolation. Instead, it is designed and implemented in collaboration with administrators, teachers, students, Our focus in sixth grade has been helping students prepare to transition to middle school. School counselors from Skyview and Kenai Middle Schools visited K-Beach to help students with registration for seventh grade. They also gave students a chance to ask questions about the middle school experience.

We also started an introduction to www.AKCIS.org. There are ten different activities that we have been completing one each week in school to help students start thinking about what they might like to do after high school. Each sixth grade student has their own portfolio that can be accessed from home. Encourage your sixth grade child to share their progress with you by asking them to log in to their account from home. s, and community partners using leadership, equity, and advocacy to promote systemic change and positive student outcomes.

Benefits of Comprehensive K-12 School Counseling Programs

The [research shows](#) that students benefit from comprehensive K-12 school counseling programs. There is improvement in reading and math achievement, decreased discipline referrals, improved school climates, and increased student attendance. Additionally, when school counselors operate from a comprehensive K-12 school counseling program, the clarity of tasks encourages greater interaction between the school and the community.

Comprehensive K-12 developmental school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

Benefits for students

A comprehensive K-12 school counseling program:

- Prepares students for the challenges of the future by supporting their academic, career, and social and emotional development
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Provides a developmental and preventative focus
- Facilitates academic development and increased achievement
- Strengthens understanding of the self and others in a diverse society
- Ensures equitable access to educational opportunities
- Connects the educational program to future success
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Promotes college and career readiness
- Facilitates career exploration and development

Benefits for parents/guardians

A comprehensive K-12 school counseling program:

- Increases opportunities for interaction, collaboration, and communication between parents/guardians and the school
- Improves parents'/guardians' understanding of the school counseling program and its benefits
- Develops a systematic approach for their child's long-range planning and learning
- Provides training and informational workshops
- Assists parents/guardians in obtaining necessary resources
- Ensures academic, postsecondary, and career planning for every student
- Provides support for parents/guardians regarding each child's educational development and in advocating for their child's academic, career, and personal development

Benefits for teachers, school psychologists, school nurses, and other school staff

A comprehensive K-12 school counseling program:

- Clearly defines the role and function of the school counselor
- Supports the academic success of each student by integrating school counseling with the academic mission of the school

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Maximizes collaborative teaming to ensure individual student success
- Encourages positive, collaborative working relationships
- Enhances the role of the school counselor as a resource and a student advocate
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Analyzes data to improve school climate and student achievement
- Uses school counseling program data to maximize benefit to individual student growth
- Provides a quantitative means of evaluating school comprehensive counseling programs
- Provides a counseling program that is responsive to local needs

Benefits for administrators

A comprehensive K-12 school counseling program:

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for the board of education

A comprehensive K-12 school counseling program:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for the community, workforce, business, and industry

A comprehensive K-12 school counseling program:

- Supports both preparedness and readiness necessary for students' success in the workforce by providing future employees with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skills

- Provides increased opportunities for collaboration and participation of community members and the business community with the school program
- Provides increased opportunity for collaboration among counselors, business, and industry
- Increases opportunities for business and industry to participate actively in the total school program
- Connects the community to the needs of the school and the school to the needs of the community
- Creates community awareness and visibility of the school counseling program
- Enhances economic development through quality preparation of students for the world of work
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active, responsible citizens

Benefits for school counselors:

A comprehensive K-12 school counseling program:

- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, the advocates, and change agents
- Ensures the school counseling program’s contribution to the school’s mission

Adapted from the New York State School Counselor Association. (2005). *The New York State Model For Comprehensive K-12 School Counseling Programs*. Leicester, NY: Author; Montana State Counselors Association; and the Fairbanks North Star Borough School District Comprehensive Counseling Program *Seven Benefits of a Comprehensive Counseling Program* (2009).

The KPBSD Comprehensive K-12 Program Framework Mission, Vision, and Beliefs

Mission Statement

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.

Vision Statement

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 and emotional development, and college and 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.

Beliefs

The KPBSD Comprehensive K-12 School Counseling Framework was established with the following beliefs in mind:

- Every student can learn, and every student can succeed.
- Every student should have access to, and opportunity for, a high-quality education.
- Every student should graduate from high school prepared for postsecondary opportunities.
- Every student should have access to a comprehensive school counseling program.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, and education stakeholders.
- School counselors are leaders in the school, district, state, and nation.
- Comprehensive school counseling programs enhance student academic, career, and social and emotional outcomes.

School Counseling Associations

Joining a professional association serves many purposes, from learning of job opportunities to relevant professional development and remaining updated on important policies and industry standards. Understanding the codes of ethics and best practice in the field are also benefits provided by state and national associations. Membership to the national and state school counselor associations is important early in a career; yet, it is never too late to join.

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe.

The Alaska School Counselor Association (AkSCA) is a chartered state division of ASCA that supports school counselors' efforts to help students focus on academic, social and emotional, and career development, so students achieve success in school and are prepared to lead fulfilling lives as responsible members of society. AkSCA's mission is "promoting excellence in professional school counseling."

ASCA National Model Executive Summary

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

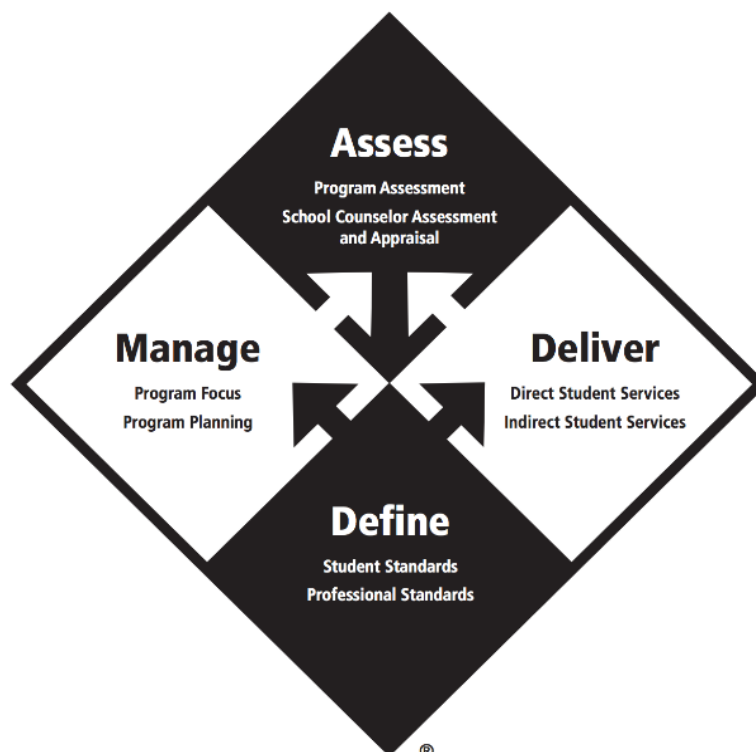
Training and Credentialing

School counselors are certified educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career, and social and emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios

Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.

Four Components of the K-12 Framework: Define, Manage, Deliver, and Assess



Define

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement, and assess their school counseling program to improve student outcomes.

Student Standards

The following K-12 student standards were developed by the American School Counselor Association National Model, and adopted by the Alaska School Counselor Association State Model and the Comprehensive Counseling Program for Alaska Public Schools. They serve as the foundation of the KPBSD Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career, and social/emotional development as a result of participation in the KPBSD Comprehensive K-12 School Counseling Program.

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

Professional Standards

- [ASCA Ethical Standards for School Counselors](#)
- [ASCA School Counselor Professional Standards & Competencies](#)

Manage

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The following program focus and planning tools guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision statement
- Mission statement

Program Planning

- School data summary
- Annual student outcome goals
- Action plans
- Lesson plans
- Annual administrative conference
- Use of time
- Calendars
- Advisory council

Deliver

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students develop the Student Standards: Mindsets & Behaviors for Student Success and improve their achievement, attendance, and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Small Group & Individual Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals

Assess

To achieve the best results for students, school counselors regularly assess their program to:

- Determine its effectiveness
- Inform improvements to their school counseling program design and delivery
- Show how students are different as a result of the school counseling program

The ASCA National Model provides the following tools to guide assessment and appraisal:

Program Assessment

- [School counseling program assessment](#)
- [Annual results reports](#)

School Counselor Assessment and Appraisal

- [ASCA School Counselor Professional Standards & Competencies Assessment](#)
- [School counselor performance appraisal template](#)

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.

Building Support for Comprehensive K-12 School Counseling

School Counselor and Principal Partnerships

The school counselor and principal relationship is a dynamic and organic relationship that evolves over time in response to a school's ever-changing needs. The goal is to use the strength of the relationship to collaboratively lead school reform efforts to increase achievement for all students. The desired outcome of an effective school counselor and principal relationship is to raise achievement levels for all students and ensure equity in educational outcomes. [Research](#) suggests that communication, collaboration, mutual respect, and a shared vision are the key elements to an effective partnership. School counselors and principals benefit from prioritizing a consistent time to meet weekly to discuss goals.

District-Level Leadership

School counseling directors/coordinators provide leadership, advocacy, and collaboration at the school, district, and state levels to ensure the development, implementation, and assessment of school counseling programs that benefit all students. District leadership trained in school counseling provides the needed support to ensure school counselors receive ongoing and relevant professional development, support during ethical dilemmas or crises, and more. Meeting monthly with district level leadership and school counselors from across the district in

professional learning communities is beneficial. District-level school counseling leadership also provides direction to school administrators to ensure the appropriate use of school counselors. This collaborative effort ensures all students are served by a comprehensive school counseling program. If a district is unable to provide district level leadership with a background in school counseling, it is recommended that the district assign and compensate a lead school counselor who is well-versed in comprehensive school counseling to fill the void. Additionally, pairing new school counselors with a mentor school counselor in the district can be incredibly beneficial.

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KPBSD Elementary School Counseling Program Handbook



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IX. Acronyms

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Introduction

Welcome to the Kenai Peninsula Borough School District (KPBSD) elementary school counseling program! KPBSD elementary school counseling positions are unique in many ways. As itinerant school counselors, our elementary counselors divide their time in between multiple schools. Some drive to their schools while others drive and fly. Our elementary counselors serve a diverse group of communities. They serve all students in these communities and do not engage in discriminatory practices. They address academic, career, and social/emotional needs of ALL students. As school counselors, their role is to manage the school counseling program in each building that they are assigned. In doing so, our elementary school counselors form a teamwork approach with teachers, administrators, parents/guardians and students using a Positive Behavioral Intervention and Supports (PBIS) mindset.

Elementary School Counselor Program Mission and Vision Statement

KPBSD Mission Statement: Supporting students in life success.

KPBSD Vision Statement: Inspiring all learners to pursue their dreams in a rigorous, relevant, and responsive environment.

Vision and Mission Statement - As per American School Counselor Association (ASCA), vision and mission statements should align with the school's vision and mission statement. Every school counseling program should have its own mission and vision statement.

KPBSD Elementary School Counseling Program Mission Statement:

Providing a comprehensive program that focuses on academic, career, and social/emotional needs of our students. In partnership with teachers, administrators, parents and the community, our counseling program promotes inclusive positive climates that engage all students to be creative, innovative, and compassionate members of the community, who are positioned to succeed in life.

KPBSD Elementary School Counseling Program Vision Statement:

Promoting self-identification of unique strengths so that students are aware of their full potential for academic achievement, career development, and social/emotional development. Our trauma informed approach guides students towards becoming resilient life-long learners.

Role of Elementary School Counselors

Elementary school counselors deliver programs that have an impact on student growth in three domain areas: academic development, social/emotional development, and career development (ASCA, 2019). It is crucial to the role of elementary school counselors that student needs are addressed in a three tier approach. As per ASCA, it is recommended that school counselors spend 80% of their time with direct and indirect services to students. In applying these services, it is pertinent that all are aware of what an elementary school counselor’s role should consist of.

Figure 1. Elementary School Counseling in KPBSD

ELEMENTARY SCHOOL COUNSELING IN KPBSD

Myth: School Counselors are therapists who only work with "at-risk" kids.
 Fact: School Counselors are masters-level "educators" (not therapists) who work with ALL students to support:

- ✓academic achievement
- ✓social/emotional development
- ✓career exploration

SCHOOL COUNSELING PROGRAMS ARE...

- comprehensive in scope
- preventative in design
- developmental in nature

School counselors serve ALL students to varying degrees to support academic **SUCCESS**

WHAT DOES THAT LOOK LIKE?

Tier 1 - ALL Students

- Standards-Based Classroom Lessons
- Day-to-Day Problem-Solving
- Minute Meetings

Tier 2 - SOME Students

- Short-Term Individual Counseling Interventions
- Small Groups

Tier 3 - FEW Students

- KPBSD Crisis Response
- Referral to Community Supports

Sometimes a student's academic team may determine that they could benefit from a short-term counseling intervention or participation in a small group. Parents/Guardians will always be contacted for permission before Tier 2 services are implemented.

CURRICULUM & MATERIALS:

K-2

- Second Step

3-6

- Sources of Strength
- MindUp

+supplemental personalized resources!

Questions? Contact your student's school counselor today!

SCHOOL COUNSELORS
 Support Student Success for All

Tier Support

Tier One Services (universal services)

- Classroom Lessons
 - Curriculum & material currently being used: Second Step, Sources of Strength, Harmony SEL, and MindUp (curriculum & material varies per school).
 - Additional Ideas can be found on the Elementary School Counselor Shared Drive
- Minute Meetings
- Day to Day Problem Solving

Tier Two Services (some students)

- Individual Counseling
- Small Groups

Tier Three Services (few students)

- Crisis Response
- 1:1 Intensive Counseling, Screening, Testing, Implementation and Progress Monitoring, Suicide Assessments/Prevention Behavioral Threat Assessments

Domain Areas

Academic Development

Assist teachers in providing an environment conducive to and supportive of academic success. School counselors help with identifying areas of strength and help develop strategies to increase student success.

Social/Emotional Development

Promote a positive environment that enhances students' ability to properly manage the social/emotional demands of their lives. School counselors use appropriate appraisal methods to promote a school environment designed to propel students toward positive mindsets and behaviors supporting social/emotional development and improve academic performance. School counselors need to take a trauma informed approach, including historical trauma, when working with students (Figure 4).

Career Development

Promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in career development. By the time students are done with 5th and 6th grade, they should be aware of what career clusters are. (Figure 5)

Direct and Indirect Services

School Counselors provide services to students, parents, school staff and the community in the following areas:

Direct Services with Students:

The concept of comprehensive school counseling is based on the assumption that there is program content that all students should learn in a systematic and sequential way. The curriculum typically consists of student competencies and structured activities presented systematically through classroom or group activities. Student competencies to be addressed in the content standards are identified in part through a needs assessment at the building or district level, and generally focus on skill development in the following areas:

- Self-understanding and interpersonal relations
- Self-direction
- Decision making and problem solving
- Teamwork and cooperation
- Cultural awareness
- Career/post-secondary investigation, options and planning
- Organization and time management
- Communication
- Peer pressure, conflict resolution and peer mediation

The school counseling program supports the development of an individual planning portfolio. It requires not only the counselor's ability to develop, organize and implement the framework, but also the ability to gain the cooperation and support of the entire faculty and staff.

Direct Services include:

Classroom Guidance: School Counselors, in collaboration with teachers, deliver a large group learning activity or unit in the classroom.

Group Activities: Counselors facilitate group sessions the classroom to respond to students' identified interests or needs. School Counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

Lesson Plan/Activities: The school counseling program is a written document with lesson plans that have identified goals, student competencies, activities for achieving the competencies and a suggested timeline for implementation by grade level.

Scope and Sequence: The school counseling framework has a scope and sequence, which identifies what is taught at each grade level.

Indirect Services for Students:

Within the school community, School Counselors collaborate; provide leadership and expertise by engaging in the following activities:

- Develop a plan to communicate school counseling program mission, goals, outcomes, activities and services to all constituents served by the school counseling program
- Collaborate with teachers, administrators, and parents regarding student needs
- Provide professional development and information to faculty and staff on student related issues, partner with administrators and teachers to remove barriers to academic success, develop strategies to enable students to achieve academic success, and to close the achievement gap
- Conduct parent education programs in collaboration with community engagement specialists
- Participate in and contribute to building and district-wide leadership teams on school improvement, strategic plans, school culture, and climate planning
- Collect, analyze and use data to show how the school counseling program contributes to student success and makes improvements to programming
- Assist teachers with developing and implementing Social Emotional Learning competencies in the classroom

Referral Process

Overview of the Referral Process

A referral is made to the School Counselor (SC) when a concern for a student is present. Referrals may include self-referral by students encountering an issue, concerned friends/peers, parent(s)/guardian(s), teachers, administration, and additionally other school support staff. Crisis interventions are required in circumstances that warrant immediate attention, (e.g., peer worry about the individual security/safety of another student, passing of a pet or relative, physical as well as sexual maltreatment). The SC may determine that other resources would be appropriate, including referral to other staff within the educational system, for example, the school principal, school nurse, or student support team members. An outside referral may be fundamental when an issue introduced is beyond the scope of practice, training, or potentially mastery of school district personal. In the case of suspected child abuse or neglect, the SC has a legal mandate to report through a hotline call (Division of Child Protection & Permanency-D.C.P& P.)

Steps in the Referral Process (See Referral Process Flow Chart)

STEP 1. Concern for student arises

STEP 2. Student is referred to SC/concern is identified on referral form(s). (Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form, Information about Counseling, Informed Consent Form)

STEP 3. Once a concern is identified, the SC uses objective and subjective data to assess the situation and determine the level and type of intervention to be taken on the student's behalf. (Student Behavior Data Collection)

Possible Interventions:

1. SC In-School Interventions 2. SC Referral to In-School Resource(s) 3. SC Referral to Community Resource(s)* (Consent for Release of Information Form)

STEP 4. Interventions are implemented and the student's progress is monitored. The student's response to the intervention will be reassessed and the intervention plan modified as needed.

STEP 5. To follow up with the referring individual, the SC maintains contact with the referring individual. Throughout this process the SC observes the guidelines of confidentiality (see ASCA Ethical Standards) as well as family privacy as mandated by the Family Educational Rights and Privacy Act (FERPA1, FERPA2). Consult local school board policies regarding student confidentiality (ethical) and family privacy (legal) as well as procedures to follow for a referral to a community agency.

Figure 2. Elementary School Counselor Referral Flow Process

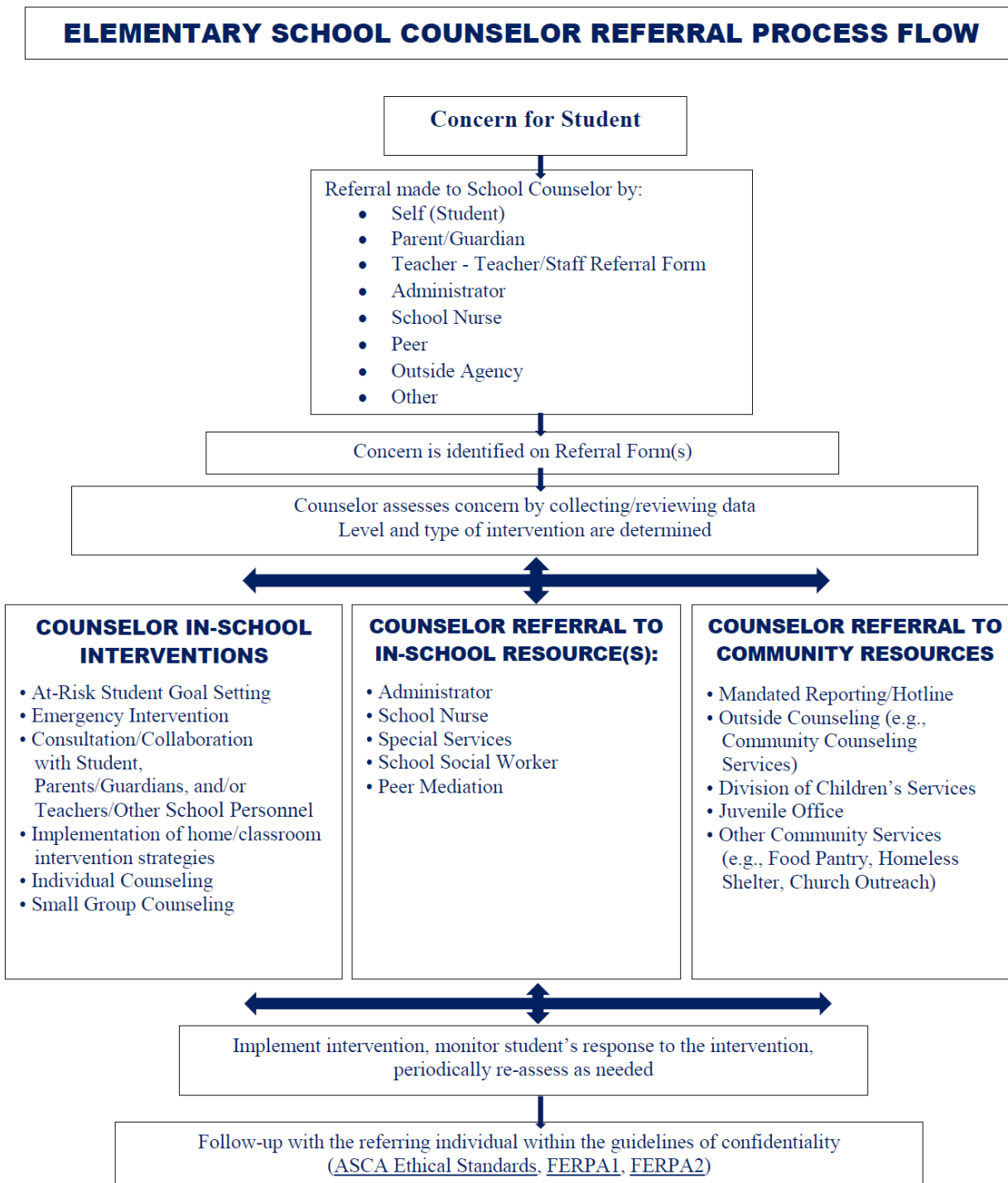


Figure 3. ASCA National Mindset and Behavior Standards for Student Success

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

Strategies for an Effective Elementary School Counseling Program

- 1. Scheduling & Calendars-** Scheduling of classroom lessons is done in a cohesive manner between school counselors and teachers. Counselors are expected to create a yearly calendar consisting of classroom lessons, lesson topics, and activities. Calendars should be made available to school counselors, teachers and administrators.
- 2. Goals-** Counselor goals should align with the school's goal.
- 3. Data/Record Keeping-** All student, parent, and teacher direct contact information, classroom visits, IEP meetings attended and indirect contact time.
- 4. End of the Year Report-** Counselors should create an end of the year report, using data throughout the school year to show progress or lack of growth as a means of measuring the success of the school counseling program.
- 5. Positive Impact-** maintain a positive relationship with students, staff, and parents.
- 6. Assistance-**Be sure to ask for help when needed. Talk to your administrators if you are feeling overwhelmed.
- 7. Planning-**Try to plan ahead. You will have less stress, be better prepared and have a better lesson because of it.
- 8. Counselors-** attend quarterly counselor meetings. Gaining knowledge from others who can relate to your situation is helpful. You will benefit from these discussions and form relationships that are needed with your colleagues.
- 9. Confidentiality-** It is a requirement that school counselors are familiar with The Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA) and how they apply to our profession.

Emergency Action Plan

Emergency Action Plan (EAP): As per district policy, each school has an EAP with assigned roles. School counselors are assigned roles within the EAP plan of each school.

Resources

For use at the discretion of the school counselor

Counselor Referral Form A

[School Counselor Referral Form for Teachers/Parents](#)

Counselor Referral Form B

<https://drive.google.com/file/d/1XTjZnMsEyEXv8K856xlcNysUY1fvzArr/view?usp=sharing>

Release of Information Form

[I-Team form](#)

Discretionary Expenses Form

<https://employees.kpbsd.org/wp-content/uploads/document-library/finance/Discretional-Materials-Reimbursement-Request.xls>

Itinerant Travel Form Business Mileage Chart

<https://employees.kpbsd.org/wp-content/uploads/document-library/finance/Business-mileage-chart.pdf>

Business Mileage Reimbursement

[https://go.boarddocs.com/ak/kpbsd/Board.nsf/files/CBERSF6F3D3B/\\$file/E%203360%20\(b\)%200Mileage%20Reimbursement.pdf](https://go.boarddocs.com/ak/kpbsd/Board.nsf/files/CBERSF6F3D3B/$file/E%203360%20(b)%200Mileage%20Reimbursement.pdf)

OCS Form

[https://go.boarddocs.com/ak/kpbsd/Board.nsf/files/BE4VDR8046A4/\\$file/E%205141.4\(a\)%20OCS%20Referral%20for%20Suspected%20Child%20Abuse%20or%20Neglect.pdf](https://go.boarddocs.com/ak/kpbsd/Board.nsf/files/BE4VDR8046A4/$file/E%205141.4(a)%20OCS%20Referral%20for%20Suspected%20Child%20Abuse%20or%20Neglect.pdf)

Career Development

AKCIS- <https://acpe.alaska.gov/PLANNING/AKCIS>

Lessons for the classroom- <https://acpe.alaska.gov/PLANNING/Classroom-Resources>

FERPA

<https://studentprivacy.ed.gov/faq/what-ferpa#:~:text=The%20Family%20Educational%20Rights%20and,identifiable%20information%20from%20the%20education>

HIPPA

<https://www.cdc.gov/phlp/publications/topic/hipaa.html#:~:text=The%20Health%20Insurance%20Portability%20and,the%20patient's%20consent%20or%20knowledge>.

Appendices

Figure 4. Kenai Peninsula Borough Community Resources List

This list is provided as a resource. The school neither recommends nor requires that you use any of the providers on this list. It is for you to decide what services, if any, to use and from whom you wish to obtain them (updated 4/19/2021).				
Name of Program/Resource	Main Phone	Second Contact	Address/Web site	Description/Notes
GENERAL INFORMATION				
Alaska 2-1-1	211	Alaska211@ak.org	https://alaska211.org/	Database of resources available in Alaska - confidential & free
COVID-19 INFORMATION				
State of AK Dept. of Health & Human Services			http://dhss.alaska.gov/	
US Center for Disease Control & Prevention			www.cdc.gov	
CRISIS SERVICES				
Emergency	911			
Alaska State Troopers (Soldotna)	907-262-4453			
Kenai Police Department	907-283-7879			
Soldotna Police Department	907-262-4455			
ALASKA'S CARELINE	1-877-266-4357 (HELP)	907-452-4357	www.carelinealaska.com	Talk with a trained crisis interventionist
Crisis Text Line 24/7 Crisis Line	Text "Home" to 741741		https://www.crisistextline.org/	24/7 texting crisis line
Lifeline 24/7 Crisis Line	907-283-7511			Talk with a trained crisis interventionist
Central Peninsula Hospital	907-714-4404			
Safe Families for Children, Soldotna Chapter	907-222-0925 Ext 3	Email: safefamilies@beaconhillak.com	https://soldotna.safe-families.org/	Professional volunteers help support families in crisis at home.
MENTAL & BEHAVIORAL HEALTH				
Akeela Inc.	907-565-1200			MH, BH, & residential treatment
Alaska 211	1-800-643-5437 (KIDS)		www.alaska211.org	Health and Social Services M-F 8-5

Alaska Psychiatric Institute	907-269-7100	•		Help for people ages 12 & up
Boys and Girls Home of Alaska Inc.	907-459-4700		boysandgirls homeofalaska .com	Residential treatment for ages 12-18
Foundations Family Resource Center	907-252-9082		www.ffrcalaska.org	Individual and family counseling
Dena'ina Wellness Center / Kenaitze Indian Tribe	907-335-7500		www.kenaitze.org	Mental Health, Dental, Medical
Peninsula Community Health Services (PCHS)	907-260-3691	907-262-9290 (Fax)	www.pchsak.org	Mental Health
Cook Inlet Council Alcohol/Drug Abuse (CICADA)	907-283-3658		Locations in Kenai and Homer	Accepts Medicare and Medicaid. Substance Abuse-related counseling
Alaska Crossings	1-866-550-2371		www.alaskacrossings.org	Wilderness behavioral health program. Youth ages 12-18
Behavioral Health (Fireweed)	907-729-2500 #2			Located in Anchorage
Diamond Willow at CPH (teen unit)	907-714-4521			Help for at risk adolescents ages 12 & up
McLaughlin Youth Center - main office	907-261-4399			
North Star Behavioral Health	1-800-478-7575	907-258-7575	www.northstarbehavioral.com	Adolescent Inpatient Mental Health ages 4-18
Discovery Unit @Providence	907-212-4843		https://alaska.providence.org/services/adolescent-inpatient-mental-health	Adolescent Inpatient Mental Health ages 13-18
Serenity House Treatment Center	714-4521			Substance abuse
Raven's Way - Residential Treatment	907-966-8714	Located in Sitka	https://searchc.org/service/ravens-way/	Help for youth 13-18 dealing with substance abuse
Adolescent Residential Center for Help (ARCH)	907-279-9634	Located in Eagle River	https://www.yoak.org/inpatient-services-arch	Help for youth 13-18 dealing with substance abuse

COUNSELING SERVICES - INDIVIDUAL PROVIDERS				
Alaska Telepsychology - Cathy Von Hippell Ph. D & Patrick Dulin Ph. D	907-885-6288	info@aktelepsy.ch.com	www.aktelepsy.ch.com	Therapy via video conferencing (no transportation to/from office necessary)
Jackie Bock Ph. D	907-335-4466		http://drjackiebock.com	3/4 months wait
Laurie Nelson LPC	907-260-7888			Peninsula Equine Therapy/doesn't accept Medicaid
New Hope Counseling Center	907-260-7423	907-260-9469	www.newhopesoldotna.com	Faith based counseling
Noah Shields LMFT, LPC, RPT	907- 252-9082	ffrcalaska@gmail.com	www.ffrcalaska.org	Individual and family counseling at Foundations Family Resource Center
Peter Cannava Ph.D.	907- 260-3691			PCHS building
Wild Goose Counseling - Molly & Lydia Davis, LPC, MAC	907-953-9655		http://wildgoosecounseling@gmail.com	Take personal insurance & sliding fee scale/doesn't take medicaid.
Aurora Counseling - Lisa Schmitter M.Ed, LPC	907-252-6774	35831 Turnbuckle Terrace	https://www.lisaschmitter.com/	
Kenai Peninsula Mental Health	907-531-6047	info@kpmhalaska.com	https://www.kpmhalaska.com/	Bills Insurance. Does not take Medicare or Medicaid. Accepting new clients.
Pamela Hays Ph.D.	907-262-4403	174 E. Redoubt Ave Soldotna	https://www.drpamelahays.com/contact.htm	Does not take Medicare or Medicaid.
Julia Dravis LPC	907-252-6728	508 S. Willow St. Suite D Kenai	https://julie-dravis.clientsecure.me/home	Taking new clients. Bills insurance. Does not take Medicare or Medicaide.
Timothy Gillis LPC	907-398-0524	508 S. Willow St. Suite D Kenai	http://www.timothygillislpc.net/	Bills insurance. Taking new clients. Has sliding scale for fees. Does not take Medicare or Medicaide.
Lighthouse Counseling - Pat Truesdell LCSW	907-260-3745	43335 Kalifornsky Beach Rd		
MEDICAL CARE				
ABC Pregnancy Care Center	907-283-9062		http://www.abcwecare.org/	Hours: M-Th 12:00-4:00

Alaska Native Medical Center (ANMC)	907-563-2662			Newborn to the elderly (medical/dental/MH)
Alaska Regional Hospital	907-276-1131			
Kenai Public Health	907-335-3400		Kenai-Public-Health-Center.aspx	
PCHS - Medical	907-262-3119	907-262-9290 (Fax)		
PCHS - Dental	907-283-7759			
Planned Parenthood	907-262-8564		www.plannedparenthood.org	Reproductive Health Care
Central Peninsula Urgent Care	907-714-5740	10128 Kenai Spur Hwy	http://kenaiurgentcare.com/home/contact/	Open 9am-9pm, 7 days a week by Walmart
Urgent Care of Soldotna	907-420-0585	44604 Sterling Hwy Suite D	https://www.urgentcareofsoldotna.com/	Open 9am-6pm (M-F), 10am-5pm (Sat & Sun)
Holistic Integrative Medicine	1-855-436-7723	HIM99669@outlook.com	https://www.holisticintegrativemedicineclinic.com/	
WELLNESS/SAFETY/HOUSING				
Camp Erin - Anchorage	907-561-5322			Camp for grieving kids ages 6-17 (3 D/2 N Sept)
Community Program	907-562-5340			Foster Care
Division of Juvenile Justice	907-335-3100			
Eating Disorders Anonymous @CPGH Kasilof Room	907-394-2172	417-350-7099		Tuesdays at 6pm
Frontier Community Services	907-262-6331		Garrett Byerley 260-7056 SOHI	Division of Vocational Rehabilitation (DVR)
LGBT National Hotline	1-800-843-4564		http://www.glbthotline.org/	National talkline for LGBTQ youth
Hospice of the Central Peninsula	907-262-0453	907-262-4961 (fax)	hospice.bercoor@alaska.net	Bereavement support, groups, school visits
Identity Inc.	907-929-4528		http://identityinc.org/	Anchorage-based LGBTQ community resource center
Kenai Peninsula Community Care Center	907-283-7635		http://www.kpccc.com/	residential services for males ages 11-18

Central Peninsula Child Advocacy Center	907-283-4455 (9am-5pm)	907-690-6186 (after hours)		Support for youth who have experienced sexual or physical abuse
Kenai Peninsula Youth Facility (KPYF)	907-335-3100	Fax 1-907-335-2096		
Kenai Probation Services	907-335-3100	Fax 1-907-335-3134		
Office of Children Services	907-283-3136 (local)	1-855-352-8934	Fax 1-907-357-976 2	Prevention & respond to abuse & neglect
Office of Public Advocacy (Guardian Ad Litem Program)	907-262-3500 (Anchorage)		http://doa.alaska.gov/opa/gal/index.html	Court-appointed legal advocate
PFLAG	907-566-1813		http://community.pflag.org/	parents, family/friends, of lesbians and gays
Standing Together Against Rape (STAR)	907-276-7279	1-800-478-8999 (HL)	star@staralaska.org	Crisis support, accompany hospital exam, legal advocacy, support groups
Students in Transition (Kelly King)	907-714-8869			homeless liaison KPBSD
South Peninsula Haven House	1-800-478-7712	24/7 Help Line: 907-235-8943	admin@have nhousealaska. org	Helps kids 0-17 and families. OCS, DA, works together for interviews
Freedom House	907-260-3733 (FREE)		http://freedomhouse907.com/index.html	Transitional housing for people coming from prison or rehab.
FOOD AND SHELTER				
Kenai Food Pantry	907-394-8771			Lindsey- United Methodist Church Kenai
Kenai Peninsula Food Bank	907-262-3111			Located on K-Beach
Soldotna Methodist Food Pantry	907-262-4657		https://www.soldotnaumc.org/?page_id=12	Open Wednesdays 11am-2pm, dinner 5:30pm Wednesdays
Public Assistance (Food Stamps)	907-283-2900			
Lee Shore Center - Kenai	907-283-9479	283-7257		24-hr crisis hot line/ DV shelter
Love Inc. of the Kenai Peninsula	907-283-5683	283-0262		Family in crisis: housing, medical, food, transp
The Salvation Army - Kenai	907-283-3879			
Food Bank in Soldotna	907-262-3111			
Kenaitze Indian Tribe (if Native)	907-335-7600			

GENERAL SERVICES				
Boys & Girls Club of Kenai Peninsula	907-283-2682		www.bgckp.com	
Job Corps	907-562-6200	1-800-733-5627	http://alaska.jobcorps.gov/	Ages 16-24, earn high school credentials, free career technical training
Alaska Military Youth Academy	907-375-5554	1-877-242-5643	www.akmya.org	Ages 16-18, earn high school credentials, make positive changes in life
Kenai Peninsula Youth Court	907-398-4027			Peer to peer judicial option 12-18 years old
Kenaitze Indian Tribe	907-335-7290			Yaghanen Youth Program after school-anyone
Mount Edgecombe High School	907-966-3200		http://www.mehs.us/	HS option
Social Security	1-866-772-3081			
Denali Kid Care	1-800-780-9972		http://dhss.alaska.gov/	Must apply at local public assistance office
Peninsula Job Center	907-335-3010			Job search support, interviewing workshops, resume building
Special Education Services Agency (SESA)	907-334-1300		www.sesa.org	resource autism/asperger/hearing/vision loss
FAMILY SUPPORTS				
South Central Parenting	907-252-9082	161 Farnsworth Blvd. Soldotna	https://www.facebook.com/southcentralparenting/	Practical Positive Parenting Workshops offered throughout the year for parents of children all ages
PCHS Parenting with Love and Limits	907-260-5011	230 E. Marydale Ave. Soldotna	https://www.pchsak.org/parenting-with-love-and-limits	Skill-building classes and individual family coaching sessions

Figure 5. Social Emotional Learning Competencies

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel 2017).



Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself; The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, seek and offer help when needed.


- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Figure 6. Career Clusters



Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
- Architecture & Construction

Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration

- Foreign Service
- Governance
- National Security

Health Sciences

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

www.careertech.org/Career-Clusters

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

Figure 8. Annual School Calendar

[INSERT SCHOOL LOGO/ GRAPHIC]		[SCHOOL NAME] SCHOOL COUNSELING ANNUAL CALENDAR		20XX-20XX	
AUGUST		SEPTEMBER		OCTOBER	
WEEK 1		WEEK 1		WEEK 1	
WEEK 2		WEEK 2		WEEK 2	
WEEK 3		WEEK 3		WEEK 3	
WEEK 4		WEEK 4		WEEK 4	
RECURRING EVENTS		RECURRING EVENTS		RECURRING EVENTS	
WEEKLY		WEEKLY		WEEKLY	
MONTHLY		MONTHLY		MONTHLY	

Figure 9. Sample Monthly Calendar

Counseling Lesson Theme	September						
	Su	Mo	Tu	We	Th	Fr	Sa
Hispanic Heritage Month 9/15-10/15 				1	2	3	4
				@Redoubt	@Redoubt	@Redoubt/So El	
Meet the Counselor 	5	6	7	8	9	10	11
				2:10-2:40 Wardas	2:10-2:40 Arthur	District Wide Counseling Meeting @Kenai Central High Theater No Lessons	
		Labor Day	@Soldotna El	2:40-3:10 Utech	2:40-3:10 Stitt		
					Meeting 8:30-9:30		
Meet the Counselor 	12	13	14	15	16	17	18
				9:00-9:30 Oberts		11:00-11:30 J. Brantley	
				10:20-10:50 Hayes		12:30-1:00 S. Brantley	
		@Soldotna El	@Soldotna El	11:00-11:30 Landess	Universal Screening @Soldotna No Lessons	1:30-2:00 Frederickson	
Skills for Learning 	19	20	21	22	23	24	25
				1:30-2:00 Oberts		2:00-2:30 Dawson	
				2:30-3:00 Gomez		2:35-3:05 Joachim	
				Early Release			
Skills for Learning 	26	27	28	29	30		
				9:00-9:30 Oberts	9:00-9:30 Belger		
				10:20-10:50 Hayes			
		@Soldotna El	@Soldotna El	11:00-11:30 Landess	11:00-11:30 Walter		
			1:30-2:00 Oberts	1:00-1:30 Flanders			
			2:30-3:00 Gomez	2:30-3:00 Wells			

*In the event of a crisis, lessons will be canceled.
 *Individual sessions will be during free time after ok'd w/teacher.
 *Groups will take place during lunch.

*Tier 1-Classroom Lessons
 *Tier 2-Individual/Groups
 *Tier 3-Suicide Assessments/Prevention;
 BTAs; FBA/BIP; Collaboration w/sources



Figure 10. Lesson Sign-Up

SCHOOL COUNSELING CLASSROOM LESSONS SIGN-UP

Please provide two options that are best for the School Counselor to conduct [insert frequency] school counseling core curriculum lessons of 30-45 minutes in your classroom. Sign up by [insert date]. Thank you!

		TEACHER	DAY AND TIME PREFERENCES
		MR. CARSON	1. Thursdays from 9:00 AM – 9:30 AM 2. Wednesdays from 12:45 PM – 1:15 PM
GRADE K		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
1 ST GRADE		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
2 ND GRADE		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
3 RD GRADE		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
4 TH GRADE		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
5 TH GRADE		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.
		TEACHER NAME	1. 2.

Figure 11. Referral Form

School Counselor Referral Form

The I - Team Referral Form should be used for long term concerns. This form is intended for more short term concerns that you would like me to know.

Student Name: _____ Grade: _____

Your Name: _____ Date: _____

Check all areas of concern:

<p><u>BEHAVIOR</u></p> <p><input type="checkbox"/> Discipline</p> <p><input type="checkbox"/> Aggression/Acting Out</p> <p><input type="checkbox"/> Impulsive</p> <p><input type="checkbox"/> Withdrawn</p> <p><input type="checkbox"/> Hyperactive</p> <p><input type="checkbox"/> Unusual/"Odd" Behavior</p>	<p><u>SCHOOL</u></p> <p><input type="checkbox"/> Academic Progress</p> <p><input type="checkbox"/> Organizational Skills</p> <p><input type="checkbox"/> Peer Relations</p> <p><input type="checkbox"/> Authority Figure Relationships</p> <p><input type="checkbox"/> Poor Attention</p> <p><input type="checkbox"/> New/Transfer Student</p>
<p><u>HOME</u></p> <p><input type="checkbox"/> Death/Loss</p> <p><input type="checkbox"/> Separation/Divorce</p> <p><input type="checkbox"/> Conflict</p> <p><input type="checkbox"/> Recent Move</p> <p><input type="checkbox"/> Other (describe below)</p> <p>_____</p> <p>_____</p>	<p><u>EMOTIONAL</u></p> <p><input type="checkbox"/> Sad</p> <p><input type="checkbox"/> Nervous/Anxiety</p> <p><input type="checkbox"/> Angry</p> <p><input type="checkbox"/> Fearful</p> <p><input type="checkbox"/> Mood Swings</p> <p><input type="checkbox"/> Other (describe below)</p> <p>_____</p>

Important details you should know: _____

One thing the student does especially well: _____

I would like (circle any that apply):

- a. You to observe this student.
- b. To discuss this student with you. I am available at _____
- c. You to talk with this student: Today ___ This Week ___ Soon ___

Awareness of referral (circle any that apply):

- a. Has not been discussed with the student.
- b. Student is aware of the referral.
- c. Parent/Guardian is aware of the referral. (Circle your communication Phone, Email, or Other _____ & provide the date and time contacted) _____

Please fold this confidential form and return it to my mailbox in the teacher work room, Thanks!!

Figure 12. Sample School Counseling Consent Form

Dear Parent/Guardian:

My name is Nivia Martin and I am the school counselor at Soldotna Elementary. My goal is to help all of our students succeed academically and socially.

To do this I often work with students individually or in small groups. The sessions are designed to help students improve their classroom behavior, support academic progress, assist them in gaining insight into themselves and others, enhance self-concept, and to achieve skills in problem solving, decision-making, and social interactions.

These sessions will equip students with strategies to succeed in and out of the classroom. These sessions may take place in person or through a digital conference platform.

Your child has been referred to participate in counseling sessions once a week. All work and information is kept confidential. I will work together with your child's teacher to set up a schedule once you have approved of your child's attendance.

If you have any questions about the individual sessions, please don't hesitate to contact me by phone 907-260-5141 or by email: nmartin@kpbsd.k12.ak.us

This is a wonderful opportunity for your child! Please sign the permission slip below and return it to your child's teacher.

Sincerely,



Nivia Martin,
School Counselor

I give my student, _____, permission to participate in counseling sessions.

I DO NOT give my student, _____, permission to participate in counseling sessions.

Signature: _____ Date: _____

Crisis Response Materials

[Crisis Response Checklists for Administrators](#) (click for link)

[Sample Notification Letters](#) (click for link)

[Self-Injurious Behavior Report](#) (click for link)

[Suicide Risk Assessment and Intervention Manual](#) (click for link)

[Behavioral Threat Assessment and Management Manual](#) (click for link)

- **[1 Behavior Threat Assessment Documentation Form – Fillable](#) (click for link)**
- **[2 Behavior Threat Assessment Sample Interview Form – Fillable](#) (click for link)**
- **[3 Behavior Threat Assessment Secret Service Themes – Fillable](#) (click for link)**
- **[4 Behavior Threat Assessment Action Support Plan – Fillable](#) (click for link)**

Acronyms

AKCIS-Alaska Career Information System

ASCA-American School Counseling Association

BTA-Behavioral Threat Assessment

EAP-Emergency Action Plan

FERPA- Family Education Rights and Privacy Act

HIPAA-Health Insurance Portability and Accountability Act of 1996

KPBSD-Kenai Peninsula Borough School District

OCS-Office of Children's Services

PBIS-Positive Behavior Intervention and Supports

SC-School Counselor



Kenai Peninsula Borough School District Secondary School Counselor Handbook

Last Update: March 2023

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Counseling Timeline

Ongoing: Student and parent meetings (social/emotional and academic), OCS reports, Suicide Assessments, College/Military visits, Scholarships, State and District testing, Surveys, Interventions, I-Team meetings, KALT recommendations, Students in Transition meetings, IEP/504 meetings, Letters of rec, Common App, Send Edu, NCAA...

August

- Meet with the Principal as a counseling team and go over the Program Goals for the school year! (Fill out Annual Principal Agreement form)
- Update Summer School completion and summer session students Credit Checks, Credit Recovery list and schedules. Seniors first. KALT?
- New Student Registration Days Use transcript or what they know to complete a credit check
 - Build schedule with them
- Meet with current students for schedule requests 1 ½ days (20 minute apt slots) or send out add/drop link via google docs.
- Registration morning for Sped students with department head (teachers first day back)
- Connections morning (2 hours) and Foreign Exchange afternoon the day before school starts - Connections advisor present
- Freshman Night evening before the first day - freshman get lockers! Counselors pass out schedules.
- Schedule changes- 2 weeks prior to semester starting
- Collegeboard check: AP course status (start process in August), Syllabus/Course Audit for current classes, new AP classes for next year can be added in March (Jan 31st is FINAL deadline), teacher & admin steps. AP test registration process and plan
- PSAT tests are ordered in the spring. Decide sign up plan (visit LA 10/11 classes),
- Set up weekly 30 minute meetings with Counselors & Registrar.
- I-Team Meeting/Agenda set up.
- Book rooms and proctor for AP test dates in May
- Schedule Senior Parent Night and Financial Aid Night- September in the library, verify with Librarian
- Send out letters to seniors in jeopardy of not graduating based on credits by end of August.

AP August 1: The AP Registration and Ordering system opens. Your principal will receive a mailing with the access code and should give it to you so that you can log in and complete the AP participation form. Interactive, self-guided tutorials are available.

AP August: Create class sections for each class in AP Registration and Ordering. Live online sessions on registration and ordering begin. Ask teachers to retrieve join codes or distribute them to teachers.

September

- Students who drop a class day 6-19 =NG, day 20+=F
- Class Visits - General information and AKCIS 9-12 activities
- Academic Resource Days/ Meet with Failing students for E1
- Classroom presentations 9-12 (Transcripts, Grad check, Google classroom, Canvas)
- AKCIS 9th Interest Inventory & PLCP, 10th 11th Career Cluster & PLCP
- Senior Scholarship folder/resume/job search
- Post Secondary/Financial Aid Parent nights
- PSAT Sign Ups
- AP Test Registration

October

- **FAFSA opens October 1**
- **Arrange a FAFSA workshop in library first week of October-book with librarian, advertise**
- Individual senior planning meetings
- Academic Resource Days for Q1 and follow up days
- College Fair @ KCHS or SOHI - coordinate with district office
- PSAT
- Classroom presentations – AKCIS & PLCP
- Parent Teacher Conferences.

AP October 4: Preferred deadline to review registration rosters in the system, make needed changes, and confirm and submit the exam order. Orders may be updated and resubmitted without additional fees until the final deadline.

November

- Book 2nd FAFSA workshop in library with librarian and advertise.
- Jostens here for senior meeting/coordinate with Activities/ Advisory meeting
- College Application Month
- AKSCA Conference in Anchorage
- Senior F Letters for E2
- Run second semester schedules to start cleaning up. Go through each student to verify semester 2 is accurate.
- Meet with Resource Teachers to go over 2nd semester SPED student schedules
- Complete Make-ups for Classroom presentations/AKCIS

AP November 15, 11:59 p.m. ET: Final deadline to submit the exam order without incurring additional fees. No payment is due to the College Board until June. Exams can be ordered or canceled after this date, although a fee applies in some cases.

December

- Finalize cleanup of second semester schedules (matching semester, SPED, Credit Recovery)
- Email teachers for Scholarship Committee members
- Book registration dates for February for middle school and touch base with middle school counselor for deadline recommendation dates for math and english due in January
- Create a Google Sheet for recommendations.
- Facilitate interviews and referrals to KALT
- Send out course description information to department heads for modifications, Pre-scheduling activities

January

- Send out letters to seniors in jeopardy of not graduating
- New Student Registration
- Q3 Counselor meeting
- Complete initial Alaska Community Foundation scholarship paperwork
- PowerSchool screen setup
- Prep for class registration visits

February

- Clean up Recommendations sheet
- AP Announcement in classes – give information cards with deadlines
- Senior F Letters for E.3
- Registration Week (4 days) – Make-ups in the counseling office (2 days)
- Scholarship Folders
- Parent/Teacher conferences
- Visit middle schools for registration presentations and information for incoming 9th graders
- Scholarship workshops/job search/resume updates
- First run of Honor Grad/Valedictorian List (**You will want to be tracking the top and second GPA!**)

March

- Course Tally Request #'s due to administrator the Wednesday before Spring Break
- Have Scholarship Committee Members complete confidentiality agreement for the Foundation
- March 15 - final deadline to update AP test orders. Nothing can be changed after this date.
- Scholarship Committee Meeting – Review foundation scholarship applications first.
- Email Foundation Recommendation sheets and meeting minutes to ACF person -
- Q3 Senior fails in classes needed for graduation - Email student and parents graduation concerns and meet with families and administration.
- Awards night planning committee

April

- Update agenda, counselor script and handout for Freshman Parent Orientation
- Q4 Counselor Meeting
- Finalize Honor Grad and Valedictorian List -Emailed honor grad students, congratulations and recognition at Awards Event and Grad
- Summer School List – verify SPED students with Resource Teachers - Update Credit Recovery/Summer School Google Sheet.
- Senior F's
- Continual follow ups and communication with at risk seniors/parents/teachers for grades as well as PE waivers and outside transcripts that need to be submitted.
 - With new teachers they do not realize the importance of frequent grade updates for these at risk seniors and constant communication with parents/counselors regarding their progress or lack thereof. Sending weekly emails to teachers, keeping Admin in the loop and calling in seniors and for sure calling parents is a big part of April/May.
- Frequent communication with seniors/parents/administrationfor Seniors At Risk
- Master Schedule Building end of April
- Awards Recognition Event planning -
- KPC Application Day with Emily Knight/UAA
- APS Updates, AKCIS Resources

May

- Decision Day celebration activities
- Proctor AP tests
- Frequent communication with seniors/parents/ for Seniors At Risk
- Finalize Master Schedule
- Email out Summer School invite with Google Form sign up or mail out summer school letters

- Meet with Resource Teacher/s to go over SpEd schedules for next year *PRINT*
- Send emails to Summer School students who have not returned their form or replied to email invitation
- Balance classes for fall - when going through EVERY Schedule
- Awards Recognition
- Graduation Celebration
- Update necessary lists/credit checks/schedules/CR based on F list
- Prep for Fall
 - Finalize Welcome Back & Freshman Night letter
 - Set dates for New/Current/Connections/SPED/Foreign Exchange students
 - Prep for Fall Forms: Appointment Sheets, Schedule Change form, Distance, Jump Start, Connections, PE Waiver, & 8th grade Algebra forms all ready to go
 - Initial classroom visit dates if possible and PSAT test reservation of the auditorium.
- Submit UA Scholars on final day for Junior class
- Give AP bumps to all students who took the AP tests (registrar)
- Amend schedules to 2nd semester failures

Registration Overview

- Dec: Create the recommendation google sheet
- Schedule registration days for 9th, 10th, 11th, and incoming 8th graders
- Jan: 1st day of the 2nd week back. Email the recommendation sheet and instructions to Counselor/Principal/Assistant Principal. Email teachers their sheet and instructions.
- Code for TT (team taught) and Core with (Sped) Bring these lists from the recommendations to master schedule building in April in order to Section Type these students to a TT course or Core subject with sped department
- Update Elective Menu (counselors, CTE, admin)
- Registration Days Review every registration form against the computer and adjust to make sure everything was entered correctly. Get the information as accurate as possible to have the most accurate #'s to give the principal.
- Wednesday before spring break give Course Request Tally report to the principal. Run this multiple times before to clear it up, make sure the numbers are matching and do the math (for example, year long courses will need to be divided by two to know the number of students requesting it) The goal is for the principal to know how many students are requesting a specific course type.
- Meet with the admin to create a tentative master schedule based on course request tally data. Keep this 100% confidential as it changes many times before finalized.
- April Master Schedule days - building the master schedule. Counselor group with IT for guidance and support. Close contact with admin throughout the day via email and phone.

Scholarships Overview

- 1-stop portal on the district website is where local and some national scholarships are housed. Counselors can submit scholarships by going to the KPBSD website, click on OneStop and click KPBSD Scholarship Database.
- Popular scholarships will be handed out to seniors in the hallway, emailed out to all seniors, and put on the scholarship wall in the senior hallway.
- November - Email staff for volunteers to be on the scholarship committee. They will be responsible for reviewing applications for in house scholarships.
- Scholarship instructions to receive funds. These need to be put in the senior packets. The registrar puts together a packet for every senior that has their actual diploma paper, an AKCIS Transition steps card, a piece of paper that tells them how to receive the funds of their scholarship as well as the address of the donor if applicable with an encouragement to write a thank you card. These packets get handed out after the graduation ceremony.

Scholarship Folders:

1. Select a due date (early February) Update the scholarship folder linked to the counselor's corner on the website.
2. Put a 1 page sheet with each binder with a list of names, thank you and how to return the folder to you once the decision has been made. Example in the drive
3. Keep all scholarship recipient information confidential! Only the committee, admin and registrar should know recipient information until awards night.

New Students and Transfer Credits

1. Complete a credit check with our graduation check sheet and their transcript. Use the district course master list if necessary. Also can refer to the outside course equivalents sheet for uncommon courses in the Registrar folder. We try to keep things as streamlined as possible.
2. Registrar completes the transfer credit worksheet and gives to you to review
3. Go line by line comparing the original transcript to how it is going to be coded for KPBSD and that it matches the credit check you have done. Note any changes that need to be made or sign and date your approval.
4. Incoming courses- the course name must be the exact same listed on our transcript, the course code needs to be selected to what matches that course the closest. Example: Incoming course "Geography of the globe" would be back loaded as "Geography of the globe" with a course code of: TT745 (Geography).
5. AP Courses - AP Is their own island. ONLY an AP course can be coded with an AP code, and all AP Courses must be coded with an AP Code. This allows for a

.021 GPA bump (fall for passing the class, spring for passing the class and taking the test - regardless of score)

IEP/504 Meetings

- You will be invited to these meetings of your students.
- Bring an updated credit check and a print out of the students PLCP (PS - Custom Screens - PLCP)
- Be ready to discuss any of the following that is requested: Credits, path toward graduation, class requests for next year, potential credit deficiency and Kenai Alternative, PLCP information - is it accurate or does it need to be updated?

Homer Area Resource Guide (Including Nanwalek & Port Graham)

In case of an emergency, dial 911

South Peninsula Behavioral Health -- Children's Department at The Center (Homer)

○ “The Center provides a path to recovery and promotes mental and emotional well-being by partnering with individuals, families, and the community to provide compassionate, ethical services in the areas of developmental disabilities, mental health and substance abuse.” Also offers a Parenting with Love and Limits program. Call: (907) 235-7701 or e-mail cmch@spbhs.org.

South Peninsula Haven House (Homer)

○ The South Peninsula Haven House is a shelter that aims to support and empower people impacted by domestic violence and sexual assault, as well as to promote healthy families.

24 hour helpline 907-235-8943, Office: 907-235-7712, or e-mail admin@havenhousealaska.org

South Peninsula Hospital (Homer)

Call: (907) 235-8101

SVT Health Center (Homer, Anchor Point, Seldovia)

○The SVT Health Center provides medical and dental services. Also offers family and individual therapy. Call 907-226-2228 or e-mail svt@svt.org.

Salvation Army (Homer)

○ Can help with emotional and spiritual care, food, clothing, rent, furniture. Call (907) 235-2609

Sprout Services (Homer)

Infant learning program, lending program, social playgroups, parenting classes, home visits, child find screenings, developmental evaluations, services coordination.

Call: (907) 235-6044 or Toll Free (877) 235-2229, Fax (907) 235-2644

Port Graham Clinic

Call: (907) 284-2241

Nanwalek Clinic

Call: (907) 281-2250

Homer Head Start (Homer)

Preschool, parent support, home visiting, parents as teachers program.

Call: (907) 235-4322

Homer Children's Services

Call: (907) 235-2644

Homer United Methodist Church (Homer)

○ Open hearts - open minds- open doors. Can help with food, rent, clothing, emotional spiritual support, tax support, available building space for community events. Call: (907) 235-8528 or (907) 399-7704 or email: humcalaska@gmail.com

Cook Inlet Council on Drug and Alcohol Abuse

Call: (907) 235-8001

Providers

Changing Tides Counseling Services: Jennifer Dye

○ **Individual, children, and family therapy sessions**

Call: (907) 235-1264

South Peninsula Behavioral Health -- Children's Department at The Center (Homer)

○ "The Center provides a path to recovery and promotes mental and emotional well-being by partnering with individuals, families, and the community to provide compassionate, ethical services in the areas of developmental disabilities, mental health and substance abuse." Also offers a Parenting with Love and Limits program. Call at 907-235-7701

SVT Village Tribe Health Center: Osi Kaspi, LPC (Seldovia) (Homer)**Call: (907) 226-2228**

Sea Sparrow Counseling and Wellness: Irene Saxton, LMSW and Kim Glaspell, LCSW
 o Individual, group, and family therapy for ages 12+, groups, and consulting (for individuals/families navigating the health care system or hospitalization and/or residential settings) Call: (907)235-2101 or email irene@seasparrowcounselingandwellness.com or kim@seasparrowcounselingandwellness.com

Nanwalek Clinic, Shelby Thompson, LMSW**Call: (907) 281-2250****Port Graham Clinic, Shelby Thompson, LMSW****Call: (907) 284-2241****Steven Stauber, LCSW (Homer)****Call: (907) 235-7314****Transitional Counseling LLC: Lucy Mahan, LCP, CDC (Homer)**

o **Individual, couple and family therapy sessions. Call: (907) 240-1465**

Tele-Health Providers (Remote)

<https://www.aktelepsych.com/> - (907) 885-6288

(Due to COVID All Providers Are Able Provide Remote Services Contact Each Provider Individually)

Medication Management

Donna Rollins, MSN, PMHNP-BC

Call (907) 235-7202

Referrals given by Sea Sparrow Counseling and Wellness

ONLINE RESOURCES

- o <https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>
- o <http://acesconnection.org/>
- o <http://www.thetrevorproject.org>

○ <http://youth.gov/youth-topics/>

○ <http://www.cdc.gov/healthyyouth/>

DO YOU WANT TO TALK TO SOMEONE RIGHT NOW?

Alaska Careline Suicide Prevention and Someone to Talk To Line: 1-877-266-4357

Suicide and Crisis Hotline: 988

Boys & Girls Town Hotline: 1-800-448-3000

Teens Helping Teens: 1-800-852-8336

Central Peninsula Resource Guide

Dial 911 in case of emergency

Alaska Careline: 1-877-266-4357 or text 4help to 839863

Suicide & Crisis Lifeline: 988

The LeeShore Center: 907-283-7257

SAMHSA: 1-800-985-5990 Or Text "Talk WithUs" to 66746

Community Resource List

Alaska Telepsychology: 907-885-6288

ND Systems- <https://ndsystems.org/> General office number-(907) 374-0852

Dena'ina Wellness Center Kenai Peninsula Mental Health: 907-335-7500 / 907-531-6047

New Hope Counseling Center: 907-260-7423

Peninsula Community Health Services: 907-262-3119

Beyond Limits Counseling: 907-600-1684

Chell Atchley: 907-252-3063

Lisa Schmitter M.Ed, LPC: 907-252-6774

Phil Lazenby, LPC: 541-801-3730

Julie Dravis, LPC: 907-252-6728

Jill Hardee, LCSW: 907-598-3470

Lori Nelson, LPC: 907-260-7888

Noah Shields, LMFT, LPC, RPT: 907-252-9082

Tim Gillis, LPC: 907-398-0528

Koleen Wittmer, LPC: 907-398-0528

This is provided as a resource to you. The school neither recommends nor requires that you use any of the providers on this list. It is for you to decide what services, if any, to use and from whom you wish to obtain them.

Updated: 10/21/2022

Statewide Community Resources

<https://docs.google.com/spreadsheets/d/174rQnfyfgN083rHcGgJtxyFkFWKRoSWbbyxIbEsFzsc/edit?usp=sharing>

Seward Community Resources

Suicide Risk Assessment Information

Click on the link below for a fillable suicide incident report to send to district office. Remember to email Natalie Bates a copy of this form when it is completed.

For a full copy of the Suicide Risk Assessment, go to www.kpbsd.org, click on docs&forms at the top, and then type in Suicide Risk Assessment.

<https://docs.google.com/document/d/163pGK-tNqt3HOGbDPEEDpEDyKwm7NUx7/edit?usp=sharing&oid=108187764327715131682&rtpof=true&sd=true>

Graduation Requirements

Related KPBSD board policy/administrative regulation: [BP 6146.1](#) and [AR 6146.1](#)

Course Planning Considerations

In order to meet graduation requirements, specific courses should be included in the student's schedule each semester/year. The intent of the KPBSD curriculum is that certain subjects are taught at certain times during the high school years. It is recommended the following sequence be considered for schools so students will receive the intent of the curriculum.

- **Sixth, seventh and eighth grades:** students will usually take four core courses in English, math, science, and social studies. The remaining periods are spent rotating students through a sequence of electives or exploratory courses that expose them to creative arts and practical skills.
- **Freshman year:** English 9, math, science, health, and at least a .5 Physical Education (Life Activities) experience
- **Sophomore year:** English 10, math, science, and World History
- **Junior year:** English 11, math, science, and U.S. History
- **Senior year:** English 12, U.S. Government, and Alaska History

Practical and creative arts classes usually comprise the bulk of a school's electives. Students will need a total of three credits in this area (minimum of .5 credit in each).

If a world language course is offered, students should have the opportunity to receive instruction in at least two years of the same language as many colleges and universities recommend two years minimum of a foreign language.

New Student Transition to School

When a student transfers to a KPBSD school from another school during the year, they should bring with them withdrawal papers from their previous school. This withdrawal information should consist of grades, credits (if any earned at time of withdrawal), attendance and any other pertinent information (perhaps evidence of an IEP). If this paperwork is not with the student, often a call to the records office of the previous school will produce this information. Withdrawal grades from the previous school should be given to the student's new teachers in your school. That grade information, coupled with the work completed in the new school can constitute the quarter or semester grade.

If the student is enrolled in your school mid-quarter or mid-semester, and has not been in any school prior to entering your school, the principal and/or counselor must determine the best course of action for the student. KPBSD Distance Delivery, Credit Recovery, and Connections are viable options for students. Partial credit, extended time for make-up work or other reasonable solutions may also be considered. It is advisable to determine any special accommodations at the beginning of, or soon after enrollment.

Accepting Non-Accredited Out-of District Credits

With increasing frequency, students and parents are approaching school counselors and administrators with requests to credit courses from institutions or home study situations that are not regionally accredited. Often these institutions do not grant credit but will

provide you with documentation of learning experiences that have occurred. Some guidelines for responding to these parents are offered here.

- KPBSD schools will accept credits and courses from out-of-district schools with regional accreditation.
- KPBSD schools will accept credits and courses from out-of-district schools that have state recognition and that provide transcripts showing courses and credit for work accomplished. Families coming from schools that will not credit their own courses should not expect to receive KPBSD credit.
- KPBSD schools will not accept credits and courses from out-of-district schools without regional accreditation or state DEED (or equivalent recognition).
- Appeals should be directed to the Director of Secondary Education

Dual Credit for College Coursework

See links for [BP 6180](#) and [AR 6180](#)

Full-time high school students who satisfy defined criteria may simultaneously be enrolled in college courses and receive credit for successful completion of those courses.

Any full-time high school student who is enrolled in the Kenai Peninsula Borough School District and who meets the qualifying criteria is eligible.

1. The course must be at least three credits and 100 level or above.
2. A two-semester, two-credit course will be given consideration. One-credit college courses will not be considered for dual credit.
3. The grade recorded on the official college transcript will be recorded as the high school grade. The student is responsible for providing the high school with a copy of the college transcript.

Early Graduation Policy

BP 6146.11 - Early Graduation

The purpose of the four-year high school program is to provide students with a combination of academic, vocational and social experiences that will prepare him/her for entry into the world of work, further training and/or continued academic enrollment. KPBSD is committed to ensuring that all students graduate from high school ready for adult life, college and/or career.

In certain cases, a student, because of his/her educational or vocational abilities or circumstances, may be a candidate for early graduation without completing the eight-semester requirement. The first question that should be addressed in each exceptional case is, "Is the student ready for adult life, college, and/or a career?" Most students graduating from high school exceed minimum requirements because they are just that, a minimum, and using this process, the student seeking early graduation should be able to articulate a readiness for adult life, college, and/or a career path

Early graduation requires substantial advanced planning. To be considered for early graduation, requests must be received at the District Office no later than the last day of the quarter that precedes the proposed graduation date. Requests for early graduation will not be considered the same quarter as the proposed graduation. Because a student has transferred from another District (system) that has allowed him/her to earn more credits than would be possible in the KPBSD, it is not an appropriate rationale for requesting early graduation.

- I. The student/parent initiates the request with the school counselor/principal. The counselor/principal considers the request and, if appropriate, schedules the request with the site intervention team. The counselor/principal assembles a packet for the I-Team (Intervention Team) including:
 - a. A letter of rationale by the student articulating a readiness for adult life, college, and/or a career path, and explaining the circumstances related to early graduation consideration.
 - b. A letter of approval and support from the parent/guardian.
 - c. Student records including transcripts, test scores and graduation requirement check.
 - d. A confirmation of a postsecondary plan:
 1. A letter of acceptance from an institution offering advanced vocational or education training;

2. Proof of full-time and continuous employment or;
 3. Evidence of engaging in an acceptable alternative program of education (world tour, correspondence study or other defined study program).
- e. A letter from the counselor/principal confirming that state and Board of Education requirements can be met with the exception of eight semesters of attendance.
- II. The I-Team considers the acceleration request for early graduation, and if approved, forwards the request to the Superintendent. The request must include:
- a. A copy of the intervention packet, which includes items I. a–e.
 - b. A letter of approval from the intervention team stating the rationale for consideration of the early graduation request signed by the I-Team chair and principal.
- III. The Superintendent considers the recommendation and, if appropriate, grants final approval.

*** Make sure if you have a student who wants to graduate in December, you submit paperwork for approval at the district office by the last week of the first quarter. If you have an early graduate for May, submit paperwork to the district office by the last week of the third quarter.**

Foreign Exchange Student Policy

E 5111.2(a-1)

Kenai Peninsula Borough School District Guidelines for Foreign Exchange Students

The Kenai Peninsula Borough School District welcomes foreign exchange students looking to gain a cultural and language immersion experience, and foreign exchange student programs are recognized as a means of improvement of international understanding. The exchange of culture through a student exchange program is viewed as a desirable supplement to the educational program.

It is the goal of the Kenai Peninsula Borough School District to provide international students from diverse cultures the opportunity to experience the benefits of participating in quality educational and co-curricular programs, to meet and interact with students with a variety of interests, and to experience first-hand living in the United States, and Alaska in particular.

General Expectations for Enrollment

- To be eligible for consideration as an exchange student, the student must be enrolled in a foreign exchange program that has been granted "Full Listing Status" by the Council on Standards for International Educational Travel (CSIET).
- The host family must live within the high school's attendance area.
- The building principal of the high school involved will determine if there is sufficient space to host an exchange student.
- The exchange student must have basic English fluency. Foreign exchange students will not receive any special tutorial assistance, such as ELL services, and will be at a distinct disadvantage if they do not have adequate skills in written and spoken English.
- Foreign Exchange students are responsible for school fees and expenses on the same basis as resident students.
- The exchange student must be up to date with all required immunizations as required by Alaska state law.
- All foreign exchange students will be subject to the same policies, rules and regulations as resident students, as well as the guidelines of the CSIET-approved agency in which they are participating.
- Per the Alaska School Activities Association (ASAA), exchange students are eligible to participate in co-curricular activities and compete in interscholastic competitions.

Curricular Expectations for Enrollment

- All exchange students will be enrolled with a junior status, but will be able to take senior or other level courses as appropriate.
- Exchange students must be enrolled as full time students, in a minimum of 6 classes, 4 of which must be academic classes.
- Exchange students are not allowed to enroll in Jump Start or other college credit courses.

E 5111.2(a-1)

Curricular Expectations for Enrollment (continued)

- By default, all foreign exchange students will be enrolled in school on a non-diploma track of studies. The student will be issued a certificate of attendance and will be invited to participate in the school's graduation ceremony.
- It is the philosophy of KPBSD that foreign exchange students are not attending school for the purpose of earning a high school diploma. Attempts to do so may diminish the overall experience due to the increased efforts and potential costs that would be associated with earning a diploma. Having a United States high school diploma is not a requirement for international students looking to attend college in the United States.
- If an exchange student desires to receive a KPBSD diploma, all graduation requirements in effect for regular students shall apply to foreign exchange students. To qualify for a regular graduation diploma, visiting students shall:
 - Within the first ten (10) days of school, provide the school a translated transcript, with course descriptions as needed, from their home school.
 - Within the first ten (10) days of school, meet with a high school counselor and their host parent and program coordinator to determine a plan for completing courses required for graduation.
 - be expected to meet District graduation requirements as detailed in AR 6146.1 "High School Graduation Requirements"

Foreign Exchange Guidelines Acknowledgement

Student Name: _____ School: _____

1. After reading and discussing the guidelines for Foreign Exchange students, I understand and agree to the requirements and expectations for Foreign Exchange Students attending school in the Kenai Peninsula Borough School District.
 - I understand and agree to the requirements and expectations
 - I DO NOT understand/agree to the requirements and expectations

2. The school counselor or principal has informed me that I have the option to participate in graduation ceremonies at the end of the school year, and receive a certificate of attendance.
 - I would like to participate in the school's graduation ceremonies
 - I DECLINE the opportunity to participate in the school's graduation ceremonies

3. I understand have the option to receive a high school diploma from the Kenai Peninsula Borough School District, and I further understand that I must meet all credit and course requirements for a diploma as specified in KPBSD Board Policy AR 6146.1 "High School Graduation Requirements"
 - I would like pursue a KPBSD High School Diploma
 - I DECLINE pursuing a KPBSD High School Diploma

Student Name
(Please print)

Student Signature

Date

Parent Name
(Please print)

Parent Signature

Date

Host Parent Name
(Please print)

Host Parent Signature

Date

Sponsoring Agency
Representative Name
(Please print)

Sponsoring Agency Representative
Signature

Date

High School
Counselor/Principal
Name (Please print)

High School Counselor/Principal
Signature

Date

Adopted 6-4-18

Course Waivers

E 6146.2

KENAI PENINSULA BOROUGH SCHOOL DISTRICT Alaska History Waiver Request

The three units of credit in social studies must include a .5 unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into the district after the student's second year of high school; or (2) has previously successfully completed a high school state history course in another state. 4 AAC 06.075.

To Be Completed By Student:

_____ Name: _____ Date: _____

Current year in School: _____

Check the applicable box:

- Transfer into district after my second year of high school
- Transfer date _____
- Previously completed high school state history course in another state
- State/Course completed _____

By my signature, I am requesting that the Kenai Peninsula Borough School District (KPBSD) waive the one-half (1/2) credit requirement of Alaska History in accordance with school board policy BP 6146.1 due to the above information. I understand that I am not receiving one-half (1/2) credit for this waiver and that my graduation requirements remain at 22 credits.

However, my graduation requirements for Social Studies will be decreased by one-half (1/2) credit.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

To Be Completed by School Counselor or Administrator

As a certified employee currently employed by the K.P.B.S.D., I hereby certify that the above-named student has participated in a state history course or transferred after the second year of high school. This entitles the student to a waiver of one-half (1/2) credit. I have advised the student of their graduation progress and plan for the remainder of their school years.

Signature Date Date Recorded on Transcript

E 6146.1

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Physical Education Waiver Request**

To Be Completed By Student

_____	_____
Name	Date
_____	_____
Athletic Activity	Name of Coach/Instructor/Supervisor

Students who participate in a vigorous athletic activity that is sponsored by the District, that is supervised by a certified teacher or an individual who has been approved by the Alaska School Activities Association and employed by the K.P.B.S.D., and that involves at least 4,050 minutes (67.5 hours) of participation in a time period not to exceed a school year and either the preceding or following summer, and that completed their season(s) in good standing, may receive a waiver of no more than one-half (1/2) credit of the physical education requirement. Vigorous athletic activities not sponsored by the District may be considered for a waiver if students meet the minimum time requirements and are supervised by a certified teacher or individuals approved by ASAA.

By my signature, I am requesting that K.P.B.S.D. waive one-half (1/2) credit of physical education due to my participation in the above mentioned athletic activity. I verify that I participated in a minimum of 4,050 minutes (67.5 hours) in this activity. I understand that I am not actually receiving one-half (1/2) credit for this activity and that my graduation requirements remain at 22 credits. However, my graduation requirements for physical education will be decreased by one-half (1/2) credit.

_____	_____
Student Signature	Date
_____	_____
Parent Signature	Date

To Be Completed By Advisor/Coach

As a certified teacher or an individual who has been approved by the Alaska School Activities Association and currently employed by the K.P.B.S.D., I hereby certify that the above named student has participated in a vigorous athletic activity for a minimum of 4,050 minutes (67.5 hours) in a time period not to exceed a school year and either the preceding or following summer. I realize this entitles the student to a physical education waiver of one-half (1/2) credit.

_____	_____
Teacher/Advisor Signature	Date
_____	_____
Athletic Activity	Dates of Participation

For Office Use Only

_____	_____	_____
Approved	Not Approved	Date Recorded on Transcript

**Kenai Peninsula School District
APPLICATION for CREDIT BY CHOICE
High School Credit for Middle School Algebra**

STUDENT INFORMATION

This Credit by Choice option allows students who completed Algebra (with a grade of C or better) in middle school to have the course added to their high school transcript. The middle school Algebra course must have been equivalent in curricular content to a Kenai Peninsula School District high school Algebra course.

Upon approval, the credit and grade will be added to the transcript. The grade received for both semesters at the middle school level will be incorporated into the student's high school grade point average (GPA) and will be counted in the determination of class rank and eligibility for both the UA Scholars program and Alaska Performance Scholarship. Transcripts are legal documents and will not be changed once credit is recorded.

This option is open to students currently enrolled in the Kenai Peninsula School District.

Student Name (please print)	Student ID#	School
S1 MS Alg grade S2 MS Alg grade	Approval <small>(Grades will be verified by school official)</small>	

I understand that Algebra taken at the middle school is a high school level class that will appear on my student's high school transcript and count towards their high school grade point average (GPA). I have read all of the information above and wish for my student be awarded credit for the high school level Algebra class that was completed at the 8th grade level.

Parent/Guardian Signature	Date
Student Signature	Date
Administrator Approval	Date

Return this form to your Counseling Office

**Kenai Peninsula School District
APPLICATION for CREDIT BY CHOICE
High School Credit for Middle School Geometry**

STUDENT INFORMATION

This Credit by Choice option allows students who completed Algebra (with a grade of C or better) in middle school to have the course added to their high school transcript. The middle school Algebra course must have been equivalent in curricular content to a Kenai Peninsula School District high school Algebra course.

Upon approval, the credit and grade will be added to the transcript. The grade received for both semesters at the middle school level will be incorporated into the student's high school grade point average (GPA) and will be counted in the determination of class rank and eligibility for both the UA Scholars program and Alaska Performance Scholarship. Transcripts are legal documents and will not be changed once credit is recorded.

This option is open to students currently enrolled in the Kenai Peninsula School District.

Student Name (please print)	Student ID#	School
S1 MS Geo grade	S2 MS Geo grade	Approval <small>(Grades will be verified by school official)</small>

I understand that Algebra taken at the middle school is a high school level class that will appear on my student's high school transcript and count towards their high school grade point average (GPA). I have read all of the information above and wish for my student be awarded credit for the high school level Algebra class that was completed at the 8th grade level.

Parent/Guardian Signature	Date
Student Signature	Date
Administrator Approval	Date

Return this form to your Counseling Office

NCAA Guidelines

Check www.ncaa.org for updates on student eligibility and for more information

Division I requirements

- Graduate high school
- Earn a core course GPA of 2.3 or higher
- Complete 16 core courses
 - 4 years of English
 - 3 years of math (Algebra 1 or higher)
 - 2 years of natural/physical science
 - 1 year must be lab science if your school offers it
 - 1 additional year of English, math or natural/physical science
 - 2 years of social science
 - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- You must complete 10 of the core courses by the end of your junior year (before the start of your seventh semester). Seven of the 10 core courses need to be in English, math or natural/physical science. The grades in these seven courses will be “locked in,” meaning you will not be allowed to retake them to improve your grades.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the **Division I sliding scale**.

Division II requirements:

- Graduate high school
- Earn a core course GPA of 2.2 or higher
- Complete 16 core courses
 - 3 years of English
 - 2 years of math (Algebra 1 or higher)
 - 2 years of natural/physical science
 - 1 year must be lab science if your school offers it
 - 3 additional years of English, math or natural/physical science
 - 2 years of social science
 - 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

- Earn an SAT combined score or ACT sum score matching your core-course GPA on the **Division II sliding scale**.

Sample high school class schedule for NCAA eligibility

Below is a sample high school course schedule that would ensure a student-athlete was on track to meet all of the DI and DII core course requirements. These are generic course names, and they may or may not match up with the list of courses for your high school. It is important you sit down with your high school counselor and put together a similar plan with the courses that are approved for your high school.

- **Freshman Year**
 - English I
 - Algebra I
 - Spanish I
 - American Government
- **Sophomore Year**
 - English II
 - Geometry
 - Biology
 - Spanish II
 - Social Science
- **Junior Year**
 - English III
 - Algebra II
 - Chemistry I
 - Economics
- **Senior Year**
 - English IV
 - Pre-Calculus
 - Physics

What are the core courses in high school?

Most high schools in the U.S. have a list of approved core courses with the NCAA. This list allows the NCAA to quickly evaluate an **athlete's eligibility** by simply checking that the class is on the approved list and seeing what the student-athlete's grade was in the course. **Review the page on the NCAA website where you can look up your high school's NCAA-approved courses.** Meet with your counselor and make sure the course plan you have matches up with the approved courses.

Middle College

WELCOME TO OUR KENAI PENINSULA MIDDLE COLLEGE SCHOOL

We are proud to bring our middle college partnership to the students of the Kenai Peninsula. Middle College is a great choice for students who want to complete their high school diploma by taking classes at Kenai Peninsula College. Through the partnership between the Kenai Peninsula Borough School District and Kenai Peninsula College, Middle College students earn both high school and college credits while benefiting from the support of a collaborative learning environment, a cohort of middle college peers, and a structured mentoring program.

Middle College students are enrolled in six credits their first semester and, if eligible, may be enrolled in up to 12 credits in subsequent semesters. Students may work toward both their general requirements for both certificate and degree programs.

Each student is assigned a KPBSD mentor, who will check in with the student every week. Mentors provide a point of contact and support system for students as they learn to navigate college coursework and campus life. Mentors help students make progress, set goals and reflect on their process. Most importantly, mentors celebrate student success and provide individual support.

Students enroll at their home school, and apply online at the link below. Eligible students should have a minimum grade point average of 2.5, be a junior or senior in high school and test at appropriate placement levels for college readiness.

Kenai Peninsula Middle College provides a guided pathway to help students transition from high school to college, while earning credit in both schools and participating in the culture of both campuses.

Link to application and more information about Middle College:

<https://kpbsd.org/departments/assistant-superintendent/instructional-services/secondary-education/college-career/middle-college/>

Jumpstart

What is JumpStart?

- **Jumpstart is a program in which the Kenai Peninsula Borough subsidizes KPC tuition costs KPBSD high school students, starting fall of their junior year, up to six credits per semester. Additional credits are billed at the full price.**
- **Only high school juniors and seniors are eligible for the Jumpstart discount. This discount applies only to courses taken through KPC. It will not apply to distance classes taken from any other branch of the University of Alaska system.**
- **Sophomores and freshmen pay full price per credit for tuition.**
- **The Jumpstart discount cannot be used for more than five semesters (fall and spring semesters of junior year; summer semester between spring of junior year and fall of senior year; and fall and spring semesters of senior year) regardless of the number of credits for which the student registers.**
- **Students become eligible for the Jumpstart discount for the fall semester following the completion of their sophomore year. The Jumpstart discount does not apply to the summer semester following the sophomore year.**
- **It is a student's responsibility to verify they have gained junior or senior status and are eligible for Jumpstart. If a student registers under Jumpstart and the Kenai Peninsula Borough decides that s/he is ineligible for the Jumpstart discount for any reason, the student is responsible for paying the portion of tuition that was originally charged to the Jumpstart program.**
- **Eligible students who fail to complete and submit a JumpStart application for each semester will not receive the discount.**

Application Link:

https://kpc.alaska.edu/admissions-aid/documents/high_school_student_waiver_application.pdf

Jumpstart Info Link:

<https://kpc.alaska.edu/admissions-aid/registration/high-school-students/>

Alaska Performance Scholarship (APS)

WHAT is the Alaska Performance Scholarship (APS)?

The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs.

WHO can get the APS?

Alaska residents who graduate from an Alaska high school (public, private, or home school), in 2011 or later and meet the qualifying requirements are eligible for an APS award.

WHERE can the APS be used?

The APS can be used at any participating college or university in Alaska, or for approved career and technical education programs in the state. [Click here](#) for more information on participating Alaska postsecondary institutions.

HOW MUCH is the APS?

There are three maximum annual award levels: up to \$4,755, \$3,566, and \$2,378. Maximum levels are established based on a combination of minimum GPA and test scores. An APS award may not exceed qualifying costs of attendance (which typically include tuition; fees; required books, supplies, and equipment; room and board; and transportation) remaining after considering all other non-loan aid the student is eligible for. Students may remain eligible for up to 8 semesters, but must fully use the APS within six years of high school graduation.

WHEN will the APS be available?

The APS is sent to schools in two payments, usually 50% of the award when the student begins attendance, and the other 50% at the start of the next term or midpoint of a CTE program. Generally, your school will first apply your APS funds to your outstanding school debt for that year, if any, and then pay any remaining funds to you. Final award notification is made after the postsecondary education confirms qualifying enrollment. Students can monitor their status in their Alaska Student Aid Portal (ASAP) account.

Does the scholarship expire?

Yes. It must be used within six years of graduating high school unless the recipient qualifies for an extension. Students who wish to apply for an extension must send a written request to the commissioner, accompanied by a signed statement from the institution of higher learning in which the student is enrolled. See 4 AAC 43.045 for more information on extending the scholarship eligibility period. Additional allowable extensions will be set in regulation by the State Board of Education and Early Development through a public policy.

UA Scholars Program

****Be aware of this scholarship program, the information usually gets sent to the site administrator in April and submissions are done for the junior class after grades have finalized at the end of the school year (last contract day in May)**

Award Overview

Purpose:

The UA Scholars Award was originally established in 1999 to provide an incentive for Alaska's middle and high school students to achieve academic excellence, to nourish efforts of schools to provide high quality education, and to encourage the top high school graduates from every community in Alaska to attend the University of Alaska. The UA Scholars Award continues to keep Alaska's top high school graduates in state while continuing their education at the University of Alaska. UA Scholars enrich the academic environment at UA as they develop in their roles as future leaders of Alaska. They represent all the corners of the state and serve as ambassadors between their community and the university.

At a Glance:

What it is: The UA Scholars Award is a \$12,000 scholarship awarded to Alaska high school students who are in the top 10% of their class at the end of their junior year as determined by their school. The Award may be used at any University of Alaska campus and is distributed in the amount of \$1,500 per semester for eight semesters provided the Scholar remains eligible

What it covers: Eligible expenses such as undergraduate tuition, fees, room, board, books, supplies, qualified study abroad, national student exchange, and other educational costs incurred for attendance at the University of Alaska.

Who is eligible? Students are designated by their high school based on their academic standing at the end of their junior year. Students must be either US Citizens or aliens lawfully admitted for permanent residence.

Visit the [FAQs page](#) or download the [Program Information Booklet](#) for more information.

National Merit Scholarship Eligibility

First things first. The National Merit Scholarship Program is a national academic competition for high school students to provide financial aid to attend college. It is administered by the National Merit Scholarship Corporation (NMSC).

Students qualify for the National Merit program by achieving a high score on the PSAT. In fact, the test is more formally called the PSAT/NMSQT, which stands for Preliminary SAT/National Merit Scholarship Qualifying Test! Make sure that you take the official PSAT/NMSQT, rather than an alternative like the PSAT 10, which won't count for the National Merit Scholarship.

Upon receiving their PSAT scores, high scorers may be designated by the NMSC as Commended Students, Semifinalists, or (after an additional application) Finalists. From the Finalists, around 7,500 students are selected to become scholarship winners.

There are a three major factors in eligibility for the National Merit Scholarship:

- One, students must take the PSAT/NMSQT in the specified year of the high school program and no later than the third year in grades 9 through 12. This generally means that students should take the test during the fall of junior year.
- Two, students must be enrolled as a full-time high school student (traditional or homeschooled), be in good academic standing, and plan to accept admission to college during the fall following completion of high school.
- Finally, eligible students must attend high school in the United States, the District of Columbia, or U.S. commonwealth and territory; or be a U.S. citizen or permanent resident of the United States attending high school abroad.

Students' eligibility for the program will be determined by the NMSC based on a few factual questions at the beginning of the PSAT/NMSQT.

How to Become A National Merit Scholar

While the PSAT/NMSQT is the starting point for receiving a National Merit Scholarship commendation or becoming a semifinalist or finalist, it's not the end of the process. There are a few stages to the process that are important to keep in mind:

Get a Great PSAT Score!

Of course, the most important thing is to ace the PSAT/NMSQT as a junior. In order to qualify for the National Merit Scholarship, most students need a test score within the top 1% of their *state*. That means the score cutoff will change depending on where you reside, and how well others in your state did on the PSAT. You'll find out in September of your senior year if you scored well enough to become a semifinalist.

At this stage you might be named either a Commended Student or a Semifinalist. Both are impressive markers that are worth putting in your college application. Less than 5% of test takers receive any commendation from the National Merit program.

Write a Strong Application

If you are named a National Merit Semifinalist—congratulations! Now it’s time to apply to become a Finalist. Only a small percentage of semifinalists move onto finalist standing and receive the award, so this scholarship application is a crucial part of the process. You can find more information about this below, under “National Merit Semifinalists.”

Score Well on the SAT

Your test-taking isn’t over; in addition to doing well on the PSAT, National Merit Finalists are also high scorers on the SAT. As part of your scholarship application, you’ll also have to submit official SAT scores from the College Board.

The NMSC and College Board don’t suggest a cutoff score for the SAT, only that it would be “high enough to confirm your PSAT/NMSQT performance.” Thus, it’s very important that if you do score well on the PSAT, you should keep studying for the SAT, so that if you advance to Semifinalist standing, you’ll be in a good position to apply to become a Finalist.

Scores Needed for National Merit Scholarships

Once you’ve taken the PSAT, the NMSC calculates your overall score. They calculate selection index scores to evaluate PSAT scores each year. The cutoff scores for last year’s PSAT/NMSQT are listed below. Note that these selection index scores vary by state, so find yours to see how competitive the National Merit Scholarship Competition will be in your area.

Students in Transition Program/RISE

Students experiencing homelessness are provided assistance through the two district Homeless Liaisons. This program’s primary purpose is to ensure that educational programs for students are not interrupted while they are in transition. Additional information can be found at the link on this page.

Who are Homeless Children and Youth?

Eligible children and youth are students who lack a permanent, stable, and adequate place to sleep at night. This can include students who are living in a shelter, hotel, tent, camper or car, students that are “doubled-up” with extended family members or friends because of financial difficulty, or loss of housing, students who are couch-surfing, and those in “substandard” housing. Students may be part of a larger family unit that is homeless, or may be unaccompanied youth (youth living in a previously stated situation without a parent or legal guardian).

What can the Students in Transition Program provide?

- Immediate School Enrollment
- Free school meal benefit
- Transportation to and from school
- School Supplies
- Assistance in obtaining vital records
- Referrals to local service agencies and public programs
- Why participate?

Students who don't have stable housing face special challenges when it comes to school success. It is hard to learn if you are worried about your next meal, about staying warm at night, or about where you'll be sleeping next. Students who frequently change schools or are frequently absent lose out on valuable learning time and often fall behind their peers.

How did the Students in Transition (SIT) Program begin?

Through the McKinney-Vento Homeless Education Act.

Now as part of the Every Student Succeeds Act (ESSA), this law protects students experiencing homelessness (what we call being "in transition"), mandating equal access to educational programs and services.

Students in transition have certain rights and protections, including the rights to:

- continue attending the school they attended before they became homeless - for the remainder of the current school year - if it is the family's choice *and* is in the student's best interest.
- receive transportation to and from that school
- enroll in school immediately, even without documentation normally required for enrollment
- receive the same special programs and services as offered to other students with similar needs
- Receive assistance from a school district homeless liaison to help meet additional needs

If you are a student experiencing homelessness, know a student experiencing homelessness, or want to learn more about the SIT Program:

Talk to your school principal, secretary, counselor or nurse, *OR* access your local area liaison directly:

Central Peninsula Schools:
Kelly King
(907) 714-8869
kking@kpbsd.k12.ak.us

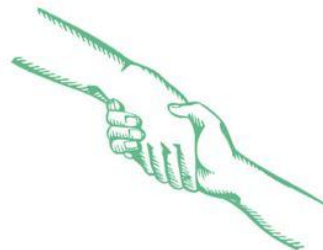
Seward, Moose Pass, and Cooper Landing Schools:
Janice Haas
(907) 224-9063
jhaas@kpbsd.k12.ak.us

Southern Peninsula and Ninilchik Schools:
Robin McAllistar
(907) 235-4664
rmcallistar@kpbsd.k12.ak.us

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STUDENTS IN TRANSITION PROGRAM FOR CHILDREN AND YOUTH



Who are children and youth experiencing homelessness?

Sometimes families experience circumstances that lead to the loss of permanent housing. Children/youth experiencing homelessness are:

students who lack a fixed, regular, and adequate nighttime residence

This may include students who:

- live in an emergency or transitional shelter
- live in a hotel or motel
- live in a tent, camper, or car due to lack of adequate housing
- are “doubled up” - sharing the housing of relatives or friends due to financial difficulty
- couch-surf
- live in a public space such as an abandoned building or park
- live in “substandard housing”
- are “Homeless, Unaccompanied Youth” - youth living in any of the above situations who are not with a parent or legal guardian

What can the Students in Transition Program provide?

- Immediate school enrollment
- Free school meal benefits
- Transportation to and from “school of origin”
- School supplies
- Hygiene products
- Assistance in obtaining vital records
- FAFSA verification for graduating unaccompanied youth
- Support for participation in extra-curricular activities
- Referrals to local service agencies
- Additional supports on a case-by-case basis



Why participate?

Students without a permanent living environment may face special challenges when it comes to school success, including a lack of basic supplies, a higher number of absences, and multiple school moves. They may lose out on valuable learning time and fall behind their peers.

OUR GOAL

The Students in Transition Program goal is to provide consistent, uninterrupted education so that students experiencing homelessness can succeed in school.



Kenai Alternative High School Rotations (23-24)

- **Rotation 1: August 15-September 22**
- **Rotation 2: September 25-November 3**
- **Rotation 3: November 6-December 15**
- **Rotation 4: January 3-February 9**
- **Rotation 5: February 12-March 28**
- **Rotation 6: April 1-May 16**

Homer Flex High School Rotations (22-23)

- **Rotation 1 ends: 9/30**
- **Rotation 2 ends: 11/23**
- **Rotation 3 ends: 2/3**
- **Rotation 4 ends: 3/31**
- **Rotation 5 ends: 5/18**

Counselor Contact List

https://docs.google.com/spreadsheets/d/1wVzXR7rsIUIXelm_HiPv3s2QD2pGn6DmdlfOvbW8SGE/edit?usp=sharing

Common Contacts

Tony Graham-Secondary Director- 741-8862

Kelly King- Students in transition program-741-8869

Natalie Bates-District secretary- 741-8858

Emily Knight- KPC Dual Enrollment Coordinator-262-0373 eaknight@alaska.edu

Annaleah Karron College & Career Coordinator-260-2307

akarron@kpbsd.k12.ak.us

Julia Renfro-AKCIS Guru- 1-800-441-2962 ACPE@alaska.gov

FAFSA help for students or questions- Federal Student Aid at 1-800-433-3243 or
by email at studentaid@ed.gov

Collegeboard helpline for AP Coordinators: 877-274-6474

Collegeboard helpline for PSAT help: 888-477-7728

Tony Mika-Powerschool Guru-741-8804

PowerSchool Cheat Sheet

Useful reports

Class ranking-used for VAL/SAL at end of year

F List-Lists F's for students, can differentiate by grade

Behind on credits- lists students that are behind on credits

Graduation Progress Report- Use when turning in early graduation paperwork to district office

Transcripts report- Can also find transcripts under forms/reports when looking up a student.

Alaska Safe Children’s Act

The Alaska Safe Children’s Act (informally known as Erin’s and Bree’s Law) is made up of two separate pieces of legislation and went into effect on June 30, 2017. See Alaska Department of Education for more information at <https://education.alaska.gov/schoolhealth/safechildact>

- AS 14.30.355 (Erin’s Law)
- AS 14.30.356 (Bree’s Law)

Erin’s Law K-12

AS 14.30.355 Sexual Abuse & Sexual Assault Awareness & Prevention – The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.

The policy, training, and notices adopted under this section must include:

- Age-appropriate information
- Warning signs of sexual abuse of a child
- Referral and resources information
- Methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children
- Actions that a child may take to prevent and report sexual assault;
- A procedure allows a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

Implementation Support:

Training for employees and students:

- **Mandated Reporters of Child Abuse and Neglect** – Training for staff developed by DEED
- **State Developed Curriculum for Students**
- **Curriculum Recommended by the Alaska Safe Children’s Act Task Force**

Parent notices:

- [Parent Notice Template](#)

Bree's Law 7-12

AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices - The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.

The training, notices, and instructions adopted under this section must include:

- Age-appropriate information
- Warning signs of dating violence and abusive behavior
- Characteristics of healthy relationships
- Measures to prevent and stop dating violence and abuse
- Community resources available to victims of dating violence and abuse;
- A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

The Bree Moore Teen Dating Violence Awareness and Prevention Program:

Training for employees and students:

- [Domestic Violence & Sexual Assault Educator Training](#) – Training for Staff developed by DEED
- [State Developed Curriculum for Students](#)
- [Curriculum Recommended by the Alaska Safe Children's Act Task Force](#)

Parent notices:

- [Parent Notice Template](#)

Review Process: the program must be reviewed periodically by a qualified individual or committee for consistency with generally accepted standards for a teen dating violence and abuse awareness and prevention program.

- If a district elects to use a curriculum that is not listed above to meet the requirements under AS 14.30.356, it must be reviewed by DEED prior to use. For information on the review process please contact [Kami Moore](#)

AKCIS

What is AKCIS?

Each middle and high school student will develop a “Personal Learning and Career Plan” (PLCP) based on identified Career Pathways and areas of study. Students who focus on a Career Pathway can acquire the skills necessary for entry into careers with a high potential for financial growth and increased levels of engagement. Each student’s PLCP will utilize the Alaska Career Information System electronic portfolio in planning their education giving them the tools for a successful future in a chosen career. Each school year the students are required to go through an AKCIS career lesson and will update their PLCP.

Schedule of lessons:

7th grade-Creating account, completing Career Cluster Inventory, saving favorite Occupations, creating PLCP choosing Career Cluster and Education goals

8th grade-Completing Occupation Sort/SKILLS/or Work Importance Locator, saving favorite Occupations, updating PLCP, beginning the 4 year plan by planning 9th grade year in course planner (using KPBSD 22 credit pathway)

9th grade-Completing Interest Profiler, saving favorite occupations, updating PLCP, and completing the 4 year course planner (using KPBSD 22 credit pathway)

10th grade-Completing Reality Check, saving favorite occupations, updating PLCP

11th grade-Completing School Sort, updating PLCP, and creating a resume

12th grade-Completing Financial Aid Sort, updating PLCP, updating resume/academic resume, completing scholarship packet

****12th graders should change their email addresses in AKCIS so they can access their accounts after they graduate. Once they graduate the KPBSD gmail will no longer be accessible to them.**

****Every year students should update their PLCP**

Credit Check Form

Graduation Requirement Check

Name: _____ Grade: _____

According to our records, you have earned _____ credits of the 22 required to graduate.
You have _____ credits remaining.

To graduate you must complete and pass the following unmarked classes:

English - 4

Lang Arts 9	<input type="checkbox"/>	Lang Arts 9	<input type="checkbox"/>
Lang Arts 10	<input type="checkbox"/>	Lang Arts 10	<input type="checkbox"/>
Lang Arts 11	<input type="checkbox"/>	Lang Arts 11	<input type="checkbox"/>
Lang Arts 12	<input type="checkbox"/>	Lang Arts 12	<input type="checkbox"/>

Math - 3

Math A	<input type="checkbox"/>	Math B	<input type="checkbox"/>
Math A	<input type="checkbox"/>	Math B	<input type="checkbox"/>
Math A	<input type="checkbox"/>	Math B	<input type="checkbox"/>

Science - 3

Biological	<input type="checkbox"/>	Biological	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Physical	<input type="checkbox"/>
Either Science	<input type="checkbox"/>	Either Science	<input type="checkbox"/>

Social Studies - 3

World A	<input type="checkbox"/>	World B	<input type="checkbox"/>
US History A	<input type="checkbox"/>	US History B	<input type="checkbox"/>
Government	<input type="checkbox"/>	AK Studies	<input type="checkbox"/>

Physical Education - 1

Basic PE	<input type="checkbox"/>	Elect. PE	<input type="checkbox"/>
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Health - .5

Must have one of each:

Creative Arts - .5	<input type="checkbox"/>
Practical Arts - .5	<input type="checkbox"/>

Creative/Practical Arts (either) - 2

<input type="checkbox"/>	<input type="checkbox"/>
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Electives - 4.5

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any questions regarding your graduation requirements, please contact your counselor.

Counselor Signature: _____

Trauma Response Chart/Scripts

 [Sample Death Letters.pdf](#)

 [After a Suicide - Toolkit 2nd Edition \(1\).pdf](#)

 [Death of a Teacher- Letter to Parents \(1\).docx](#)

 [Student Death Sample Statement 2.docx](#)