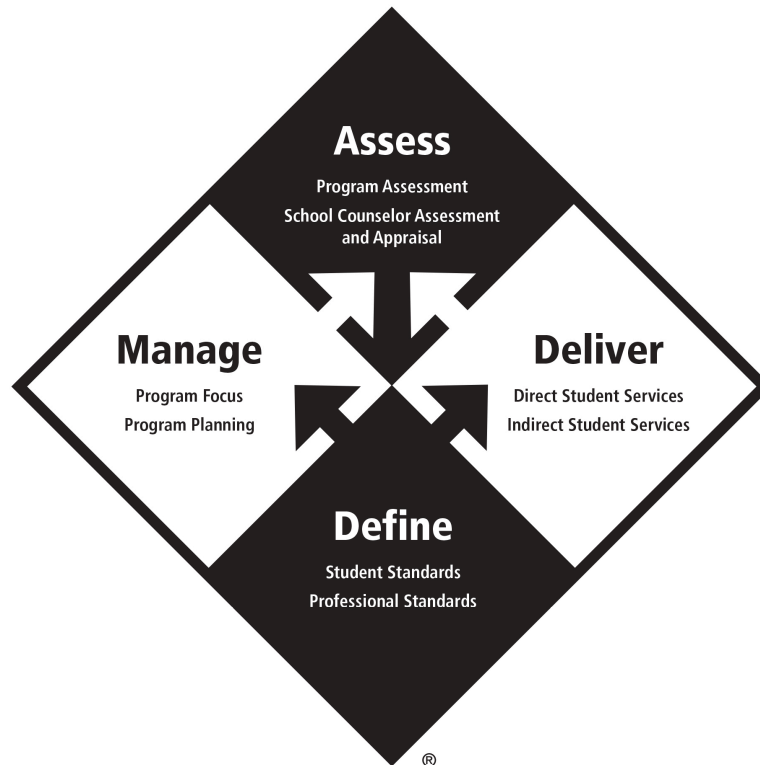


New Hampshire SAU29

School Counseling Framework - K-12



“Fostering the academic, career, and personal/social development of every student.”

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Overview

The SAU 29 District School Counseling Team will meet annually to review and revise the SAU 29 School Counseling Framework using the American School Counseling Association (ASCA) National Model. This document will serve as a reference for school counselors, educators and administrators.

The goals of this document are to:

- Educate the school community and the community at large about the school counseling program
- Maintain and strengthen district collaboration and implementation of a high caliber program
- Delineate the role of the school counselor
- Align the counseling program to the American School Counseling Association's National Model (ASCA 2019)
- Generate a list of resources and key concepts to facilitate delivery of curriculum
- Identify area of program needs and develop recommendations

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SAU 29 District School Counseling Team

Members of the SAU 29 District School Counseling Team include:

Chesterfield Elementary School- Becky Kohler, School Counselor

Franklin Elementary School- Kristi Quail, School Counselor

Fuller Elementary School- Brianna Rowe, School Counselor

Harrisville, Marlow, & Nelson Elementary Schools- Zachary Dube, School Counselor

Marlborough Elementary School- Michaela Hayston, School Counselor

Symonds Elementary School- Mari Fauth, School Counselor

Westmoreland Elementary School- Kristin Lyons-Matte, School Counselor

Wheelock Elementary School- Kari Sullivan, School Counselor

Keene Middle School

Wendi Campbell, School Counselor

Joy Livengood, School Counselor

Mackenzie Hardin, School Counselor

Keene High School

Jessica Russ, Director of School Counseling

Kendra DiLegge, School Counselor

Daniel Moylan, School Counselor

Lisa Bourassa, School Counselor

Jason Zecha, School Counselor

Michelle Gates, School Counselor

Gregory Croteau, School Counselor

Michael Hightower, Alternative Learning Counselor

Jennifer Porschitz, Student Assistance Counselor

Allison Nadeau, Personal Counselor

Charles Hansel, Career Counselor

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American School Counseling Association (ASCA) National Model

The SAU 29 District School Counseling Program is aligned with the ASCA model.

The ASCA National Model consists of four themes: leadership, collaboration, advocacy, and systemic change. These themes are essential to a comprehensive school counseling framework as school counselors work to promote student achievement by collaborating with stakeholders to remove barriers for student success.

Leadership

School counselors serve as leaders within the school system by:

- Linking stakeholders such as parents, students, teachers, administrators, and school board
- Modeling professional behavior
- Communicating effectively
- Maintaining ethical standards

Collaboration

School counselors serve as the conduit for all stakeholders to communicate and work together for student success. Collaboration examples include:

- School level collaboration
- Vertical integration across schools
- Youth-centered collaboration
- Parent-centered collaboration
- Family-centered collaboration
- Inter-organizational collaboration
- Community collaboration

Advocacy

Acting on behalf of students is a key role for school counselors. School counselors advocate for students

by:

- Empowering students to learn self-advocacy skills
- Remove barriers for student success
- Implement a comprehensive K-12 counseling plan
- Ensure all students receive equitable services
- Contribute to school and community collaboration

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Systemic Change

Using data to drive decision making, school counselors are an integral part of the school district's vision and mission. School counselors work to make improvements in the system by:

- Providing education on issues such as bullying, substance use, etc.
- Increase access to educational opportunities
- Increasing school attendance and graduation rates
- Incorporating student supports

The ASCA National Model also has four primary components: define, manage, deliver, and assess. These components make up the framework for what school counselors are doing in their roles.

Define

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

Student Standards

[ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student](#)

Also, [ASCA Crosswalk with Learning for Justice Social Justice Standards](#)

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 through a program focus (beliefs, vision, and mission) and program planning (action plans, lesson plans, use of time, and calendars).

Beliefs

All students have a right to access a comprehensive K-12 school counseling program. All students can succeed in challenging, productive, and relevant learning activities given a support system that appreciates and understands their individual differences and promotes individual growth and skills development. School counselors will promote equity and social justice for all students. All SAU 29 counselors will collaborate with families, school staff, and local and regional agencies and organizations to provide a high quality school counseling program that aligns with the American School Counseling Association (ASCA).

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School counselors encourage the following mindsets for all students as defined by ASCA:

- 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

Mission

The mission of the SAU 29 School Counseling Program is to help all students achieve their highest personal and academic potential. School Counselors provide a comprehensive program in order to help all students become fully productive members of society, to maintain meaningful relationships, and to promote lifelong learning and wellness. School Counselors advocate for, and support, the personal/social, academic, career and wellness needs of students while ensuring that students have access to and are prepared with the knowledge and skills to contribute to society.

Vision

The comprehensive school counseling program will promote and enhance the learning process for all students and will support the school's overall educational mission. The comprehensive program will meet the developmental needs of all students and work toward removing barriers to learning. A collaborative effort will exist between the professional school counselor, parents/guardians, other educators, and the community to create an environment that promotes student success, now and in the future.

Action Plans

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and group activities. Although some activities will address multiple standards, they should be listed with only the primary mindset(s) or behavior(s) addressed. The Mindsets and Behaviors for Student Success are intended to address all thirty-five standards over the K-12 experience.

Evidence was added to show how the SAU 29 District School Counseling Program is using data to examine Mindsets & Behaviors for Student Success. Evidence may or may not be tied to the specific activity or programming outline. Evidence may also be determined by responsive services or a lack of existing data.

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SAU 29 Elementary School (Grades K-5) - Mindsets & Behaviors Action Plan

Revised: October 2024

Mindset Standards

Mindset	Activity/Focus or Purpose	Participants	C/LG/SG	Evidence
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	Classroom Counseling Lessons, Prevention Programming, Intervention Groups	K-5	C/LG/SG	behavioral outcome data (referrals, PowerSchool, habits of work), pre/post assessments, classwork, student and teacher feedback
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	Intervention Groups, Lunch Bunch, School Assemblies and Events, Student Recognition, School Mission/Values/Beliefs	K-5	LG/SG	school event engagement, office referrals, attendance, teacher and parent/guardian feedback, earning of awards/recognition
M 3. Positive attitude toward work and learning	School Mission/Values/Beliefs, Classroom Counseling Lessons	K-5	C/LG/SG	habits of work, progress reports/report cards, school event engagement, attendance, work completion
M 4. Self-confidence in ability to succeed	Classroom Counseling Lessons, Prevention Programming, Intervention/Small Groups, Student Recognition	K-5	C/LG/SG	teacher and parent/guardian feedback, participation, earning of awards/recognition, student goal setting
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Classroom Counseling Lessons, 504 Meetings	K-5	C/SG	pre/post assessments, transition meetings, 504 plans
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success	Classroom Counseling Lessons (Career Exploration)	K-5	C	pre/post assessments, classwork

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Behavior Standards

Learning Strategies	Activity/Focus or Purpose	Participants	C/LG/SG	Evidence
B-LS 1. Critical-thinking skills to make informed decisions	College Fairs & College Reps,	11,12	LG	college & scholarship apps, award letters,
B-LS 1. Critical-thinking skills to make informed decisions	Financial Aid 101	12	LG	1:1 meetings, post-grad survey
B-LS 1. Critical-thinking skills to make informed decisions	Applying to College 101	11	LG	
B-LS 1. Critical-thinking skills to make informed decisions	Early College Planning	9, 10	LG	
B-LS 2. Creative approach to learning, tasks and problem solving				<i>ELO's, 504 & Support Plans, 1:1 meetings</i>
B-LS 3. Time-management, organizational and study skills	9th Grade 101B	9	C	pre/post assessments, 1:1 meetings
B-LS 4. Self-motivation and self-direction to learning	9th Grade 101A	9	C	pre/post assessments, grades, transcript reviews, 1:1 meetings, career inventory results, course selections
B-LS 5. Media and technology skills to enhance learning				use of PowerSchool & counseling Google classrooms
B-LS 6. High-quality standards for tasks and activities				habits of work, use of PowerSchool
B-LS 7. Long- and short-term academic, career and social/emotional goals	9th Grade 101A Career Exploration	9 9-12	C C	pre/post assessments, 1:1 meetings, letters of recommendation, post-grad survey,
B-LS 7. Long- and short-term academic, career and social/emotional goals	ApplyNH Day	12	LG	course selections
B-LS 7. Long- and short-term academic, career and social/emotional goals	POS/Course Selection Process	9, 10, 11	LG	
B-LS 8. Engagement in challenging coursework	Scheduling Meetings	9, 10, 11	SG	4-year plans
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	College Fairs, College Reps,&	11, 12	LG	post-grad surveys, college & scholarship apps
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	Quick Admit Days			

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B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	Financial Aid 101	12		
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	Applying to College 101	11	LG	
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	Early College Planning 10	9, 10	LG	
B-LS 10. Participation in enrichment and extracurricular activities				rosters for athletics, clubs, & leadership roles, participation in I-Time groups

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Self-Management Skills	Activity/Focus or Purpose	Participants	C/LG/SG	Evidence
B-SMS 1. Responsibility for self and actions	Red Ribbon Week, Great American SmokeOut, Drug & Alcohol Awareness, Tobacco & Vaping Awareness	9-12	LG	student participation
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work	ApplyNH Day Scholarship Application Day	12 12	LG LG	college & scholarship apps, FAFSA
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers	World Suicide Prevention Day, Mental Health & Wellness Awareness 9th Grade 101B	9-12 9	LG C	student feedback, 12th grade panel feedback, 1:1 meetings
B-SMS 7. Effective coping skills	World Suicide Prevention Day, Mental Health & Wellness Awareness, Anxiety & Depression Awareness	9-12	LG	1:1 meetings
B-SMS 8. Balance of school, home and community activities	9th Grade 101B	9	C	student feedback, 12th grade panel feedback, 1:1 meetings
B-SMS 9. Personal safety skills	SOS	9	C	SOS pre/post assessment, 1:1 meetings
B-SMS 10. Ability to manage transitions and adapt to change	9th Grade 101 8th Grade KHS Tour Guides New Student Ambassadors	9 9-12 9-12	C LG SG	pre/post assessments, grades, tour guide and ambassador sign-ups, 12th grade panel feedback

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Social Skills	Activity/Focus or Purpose	Participants	C/LG/SG	Evidence
B-SS 1. Effective oral and written communication skills and listening skills	ApplyNH Day Scholarship Application Day Senior Future Planning Workshops	12 12 12	LG LG SG	background forms for letters of rec., college essays, resumes, apps for college/scholarships/jobs
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them	Bullying Prevention & Awareness/Spirit Day, Healthy Relationship Awareness, Pride/LGBTQ Awareness In Their Shoes	9-12 9	LG C	student participation
B-SS 3. Positive relationships with adults that support success				recommendation requests & letters, teacher comments
B-SS 4. Empathy	Signs of Suicide 8th Grade Tour Guides New Student Ambassadors	9 9-12 9-12	C SG SG	teacher comments, SOS pre/post assessments, tour guide and ambassador sign-ups
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	College Fairs, College Rep Visits Signs of Suicide	11-12 9	LG C	participation in programming, pre/post assessments
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				Log entries
B-SS 10. Cultural awareness, sensitivity and responsiveness	9th Grade 101	9	C	pre/post Assessments

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Lesson Plans

To successfully deliver classroom or group lessons included in the SAU 29 school counseling curriculum, school counselors will develop lesson plans that align with SAU 29 curriculum planning and the ASCA Student Standards: Mindsets & Behaviors for Student Success. Lesson plans will include opportunities to assess demonstrated student competencies.

Use of Time

ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students. To carry out a comprehensive school counseling plan, the SAU 29 School District must support the allocated time distribution for each direct and indirect service based on the American School Counselors Association recommendations and guidelines.

Component	Elementary School (K-6)	Middle School (7-8)	High School (9-12)
Instruction	35-50%	20-30%	10-20%
Appraisal & Achievement	5-20%	10-25%	35-45%
Counseling	30-40%	30-40%	20-30%
Indirect Student Services	10-15%	10-15%	10-15%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

School counselor duties should be focused on the overall delivery of the school counseling program- direct and indirect services and program management and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program.

[ASCA's Appropriate and Inappropriate Activities for School Counselors](#)

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Calendars

School counselors will develop and publish calendars or school counseling events to inform students, parents/guardians, teachers, administrators, and the community of school counseling activities and programming.

Calendars **do not** include responsive services such as crisis intervention, nor does it include Tier 2 interventions such as individual or small group counseling that arise in response to a specific student need.

SAU 29 Elementary School (Grades K-5) Annual Calendar

Revised: October 2024

Month	Delivering - Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Delivering - Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
Ongoing Services	-Individual counseling and/or check-ins -Group counseling -SEL classroom lessons (i.e. Second Step) -Crisis or response interventions -Supporting students with regulation/ de-escalation techniques -Assemblies -Supporting peer/friendship concerns, conflict resolution -Lunch and/or recess groups -Responding to school team needs -Transition related services -New student orientations -Classroom observations and collaborations	-504 and IEP meetings -CST meetings -Monthly counselor supervision meetings -Quarterly community wellness meetings -Department and faculty meetings -Family outreach and support (meetings, calls, emails) -Coordination with outside agencies (i.e. DCYF, therapist, doctors) -Consultation meetings with elementary school counselors, teachers, admin and/or other school staff -Transition communication with sending/receiving schools	-504 case management/coordination -Additional support for 504s, CST process, or IEPs when needed. -Duties (i.e. lunch, recess, bus) -Updating Annual Calendar -Newsletters or sharing school-wide information -Monitoring academics and attendance/truancy -File Reviews -Referrals to SAP, Social Worker, Behavior Specialist, or other school staff
August	-New student tours/orientation -Classroom lessons (topics vary by elementary school/grade level) -Kindergarten orientations and screenings (dates	-Meetings with teachers or other staff to review 504's, student case management, classroom lessons, or access of school counseling services	-Supply Orders Distribute 504s -File Reviews of New Students

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	vary by elementary school) -Back to school events	-Professional Development/Workshops	
September	-New student tours, check-ins, or groups -Classroom lessons (topics vary by elementary school/grade level) -Open House (dates vary by elementary school) -Awareness events (i.e. International Day of Peace (9/21) -Club and activity sign-ups		-File Reviews of New Students -Plan first rotations of small groups -Budget prep
October	-Open Houses (dates vary by elementary school) -Awareness events (i.e. Red Ribbon Week, Bullying Prevention Month) -Classroom lessons (topics vary by elementary school/grade level) -Community building events (i.e. Pumpkin Carving, Wear Orange, Blue Shirt Day)	-NH School Counselor Association Annual Conference	
November	-Classroom lessons (topics vary by elementary school/grade level)	-District Workshop Day -Supporting referrals to Milton Hershey (Family Night @ Papagallos) -Coordinating resources for families for the holidays and winter needs	
December	-Classroom lessons (topics vary by elementary school/grade level)	-Coordinating resources for families for the holidays and winter needs -Family conferences	
January	-Classroom lessons (topics vary by elementary school/grade level)	-Camp Mayhew applications -Transition organization/prep (5th/6th grade)	
February	-Classroom lessons (topics vary by elementary school/grade level)	-Coordinating resources for families for the vacation week as needed -Transition organization/prep (5th/6th grade)	
March	-Classroom lessons (topics vary by elementary school/grade level) -Awareness events (i.e.	-Collaboration with MCVP (varies by elementary school) -Family conferences	

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	Healthy Relationships)		
April	-Classroom lessons (topics vary by elementary school/grade level) -Awareness events (i.e. Healthy Relationships)	-Coordinating resources for families for the vacation week as needed -Collaboration with MCVF (varies by elementary school)	-Summer Camp supports- PR, applications, recommendations, etc -Graduation/end of year prep -Data entry/state assessment reporting
May	-Classroom lessons (topics vary by elementary school/grade level) -Awareness events (i.e. Mental Health Awareness Month) -Field trips (i.e. Nature's Classroom) -Transition support and tours for 5th graders (to KMS) -Kindergarten orientations and screenings (dates vary by elementary school)	-504 and IEP Transition Meetings (to KMS)	-Summer Camp supports- PR, applications, recommendations, etc
June	-Classroom lessons (topics vary by elementary school/grade level)	-504 and IEP Transition Meetings (to KMS) -Family Conferences	-5th Grade Transition support (if going to KMS) -Updating cumulative files with important documents (i.e. CST) -Organize community building events

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Keene High School Annual Calendar

Revised: October 2024

Month	Delivering - Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Delivering - Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
Ongoing Services	-Individual counseling and/or check-ins -Group counseling -Crisis or response interventions -Crisis Team -Supporting students with regulation/de-escalation techniques -Supporting students with peer/friendship concerns, conflict resolution -Student outreach (meetings, emails) -Truancy/Re-Entry Meetings	-504, IEP, Support Plan, and IHBI Meetings -Early Grad and 20 credit meetings -CST meetings -ILT, BLC, and other school-wide committees -Counselor supervision meetings -Quarterly community wellness meetings -Department and faculty meetings -Coordination with outside agencies (i.e. DCYF, therapist, doctors) -Family outreach and support (meetings, calls, emails) -Regular consultation with teachers, case managers, administration, and support staff as needs arise -Transition communication with sending/receiving schools	-504, IHBI, and Support Plan case management and coordination -Monitoring academic grades & truancy -Additional support for IEP meetings -Lunch duty -Updating Annual Calendar -Sharing school-wide information (website, Google classrooms, Beacon)
July/August	-Meet with new students & families -Individual scheduling appointments -9th Grade Parent Orientation Presentation	-Establish student ambassadors for new students	-Review transcripts & credits -Review summer recovery grades -Update School Profile -Update School Counseling website & calendar -New Student Orientation -Submit PSAT NMSQT 504 accommodations
September	-World Suicide Prevention Day -College representative visits -NH Mini College Fair -12th grade 1:1 meetings -National Recovery Month -9th Grade 101A -Advisory check-ins (9th-12th)		-Update NH Scholar & Diploma Lists (ESSA) -Run GPA/Class Rank (11th & 12th)
October	-College representative visits -Bullying Prevention & Awareness -National Red Ribbon Week -12th grade 1:1 meetings -9th Grade 101B -Blackbird Pride Night	-12th grade letters of recommendation -District Counseling Meeting -HOBY nominations	-AP testing registration -SAT Saturday testing -PSAT NMSQT testing

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	-Granite Edvance Financial Aid 101 Evening Presentation (12th) -Career Exploration Inventories (9th & 11th)		
November	-12th grade future planning I-Time workshops -ApplyNH Day (12th) -Great American SmokeOut -9th grade 1:1 meetings -Signs of Suicide Programming (9th) -Thanksgiving food baskets for families -Anxious Generation Community Event -Student Recognition Breakfast	-12th grade letters of recommendation -Letters for seniors in danger of not graduating -District Counseling Meeting	-SAT Saturday testing -Finalize Program of Studies & set up for course selections in PowerSchool
December	-Anxiety and Depression Awareness -9th grade 1:1 meetings -POS/course selection presentations -Holiday support for families -Program of Studies Evening Presentation	-MCVP In Their Shoes Programming (9th) -FAFSA filing appointments	-ASVAB Testing -8th Grade Transition Presentation for Staff
January	-Semester 2 Scheduling Appointments -Substance Abuse & Mental Health Awareness -8th Grade Program of Studies Presentations -8th Grade Parent/Guardian Night	-Letters for seniors in danger of not graduating -MCVP In Their Shoes Programming (9th) -ASVAB testing interpretation	-Review Semester 1 failing grades -Update 12th grade diploma list (ESSA) -Submit SAT accommodations
February	-Healthy Relationship Awareness -11th grade 1:1 meetings -11th grade scheduling meetings -Local Scholarship Evening Presentation -College Quick-Admit Days -Student Recognition Breakfast	-District Counseling Meeting	-College/NCAA mid-year reports -Run GPA/Class Rank
March	-Tobacco & Vaping Awareness -Student Local Scholarship Presentation -8th Grade KHS Tours -10th Grade 1:1 Meetings -9th & 10th grade scheduling meetings -12th grade scholarship workshops -College Quick-Admit Days	-Letters for seniors in danger of not graduating	-SAT & PSAT 10 testing -Senior Post-Grad Survey
April	-Scholarship Application Day -Take Down Tobacco Day -Alcohol Awareness Month -Signs of Suicide Programming (9th) -8th Grade 1:1 meetings	-Master Schedule Collaborations -Scholarship Committee -MCVP In Their Shoes programming (9th)	-Review Schedules -Master Schedule Build

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	-College Quick Admit Days -Granite Edvance Applying to College 101 Evening Presentation (11th)		
May	-Granite Edvance Early College Planning (9th & 10th) -Mental Health Awareness Month -NEACAC College Fair Field Trip (10th & 11th) -504 Annual Review Meetings -8th Grade 504 Transition Meetings -Student Recognition Breakfast	-MCVP In Their Shoes programming (9th) -District Counselor Meeting	-SAT Saturday Testing -AP Exams -Review Schedules -Draft Course Listing to Grades 9-11 -Master Schedule Draft
June	-Pride/LGTBQ Awareness Month -Graduation Rehearsal & Graduation -Scholarship Night -Individual scheduling meetings		-12th Grade transcript review -EOY college & NCAA reports/transcripts -8th Grade Math Placement Test -Review failing grades -Credit recovery referrals

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 ASCA Mindsets & Behaviors for Student Success and improve their achievement, behaviors, and attitudes.

Direct Student Services	Indirect Student Services
Instruction Counseling Appraisal & Advisement	Consultation Collaboration Referrals

Instruction

School counselors provide developmental, comprehensive counseling program content in a systematic way to all students K-12. The purpose of instruction is to help all students maximize their potential by enhancing academic, career, and social/emotional development and improving the outcomes of student achievement.

The counselor's role includes:

- Presenting lessons in a classroom or large group setting
- Conducting small group activities to address students' particular needs utilizing the Response to Intervention Model (RTI)

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- Participation in the maintenance of a comprehensive counseling program
- Sponsoring college and career activities designed to bring personal interests, values, aptitudes, as well as, relevant professionals into the district

Counseling

School counselors address students' immediate concerns by working proactively or in response to critical situations. The purpose is to provide prevention and intervention to promote the emotional, social, and academic growth necessary for lifelong learning.

The counselor's role includes:

- Consultation with parents, teachers, students and other involved parties to develop strategies and interventions
- Short-term crisis counseling
- Referral of students and families to appropriate community agencies when necessary

Appraisal & Advisement

School counselors assist students and families in the development of ongoing personal, academic, and future goals.

The counselor's role includes:

Annually assisting students in establishing and developing goals and direction for future college and career plans

- Case management and monitoring of individual student progress
- Use of test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities
- Individual advisement with students on developing an appropriate educational plan
- Assisting students in determining the proper educational placement as they meet their academic and career goals

Indirect Student Services

Includes program, staff and school support activities and services. The counselor's role includes:

- Professional development through trainings, professional meetings, conferences, departmental meetings/in-services and relevant coursework
- Promote programming and information to the greater community via websites, newsletters, presentations, and other events
- Consultation with teachers and staff to provide information regarding the needs of a student.
- Provide ongoing support and information to parents and the greater community regarding student needs
- Utilize research in the development of counseling programs

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- Collect and analyze data to evaluate the counseling program and continue updating program activities

Assess

School counselors collect and analyze data to answer questions such as:

- Who participated in what activities through instruction, appraisal, advisement, and counseling?
- What ASCA Mindsets & Behaviors did students learn through participation in school counseling activities?
- How did learning affect students' attendance, achievement, or discipline?

Program Assessment

School counselors will work towards regularly assessing their program toward design and delivery of a comprehensive school counseling program as well as assessing the impact on students as indicated by participation, Mindsets & Behaviors, and outcome data. The school counseling program assessment tool developed by ASCA will help guide the district counseling team to analyze progress toward implementation of a comprehensive school counselor program and to identify program strengths and areas for improvement.

School Counselor Assessment & Appraisal

School counselors are evaluated by building administration through the Charlotte Danielson framework.

School counselors work with their building administration to set annual goals and complete self-reflection.

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SAU 29 District School Counseling Team Recommendations

Ongoing:

- Develop an understanding in the educational community, through public relations efforts, that the SAU 29 School Counseling Framework is more than curriculum
- Establish annual goals for professional development, identify needs, and develop a district-wide plan
- Annually review the SAU29 District School Counseling Framework and make revisions as needed
- Annually review recommendations as a SAU29 District School Counseling Team

Short-term:

- Establish four annual SAU29 District School Counseling Team meetings with predetermined goals
- Receive SAU technical support in creating a link for the SAU29 District School Counseling Framework on the SAU website

Long-term:

- Collect, analyze and use data to establish outcome goals, action plans, lesson plans, and annual calendars
- Develop lesson plans for district-wide counseling curriculum demonstrating performance indicators met

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Appendix

SAU 29 School Counseling Calendars by Building

[Chesterfield Elementary School](#)

[Franklin Elementary School](#)

[Fuller Elementary School](#)

[Harrisville, Marlow, & Nelson Elementary Schools](#)

[Marlborough Elementary School](#)

[Symonds Elementary School](#)

[Westmoreland Elementary School](#)

[Wheelock Elementary School](#)

[Keene Middle School](#)

[Keene High School](#)

Additional School Counseling Resources

American School Counseling Association

www.schoolcounselor.org

Student Standards:

[ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student](#)

[ASCA Crosswalk with Learning for Justice Social Justice Standards](#)

Professional Standards:

[ASCA Ethical Standards for School Counselors](#)

[ASCA School Counselor Professional Standards & Competencies](#)

[Appropriate and Inappropriate Activities for School Counselors](#)

[ASCA Position Statements](#)

New Hampshire Department of Education

<https://www.education.nh.gov/>

NH Rules For Education - Ed 306.39 School Counseling Program (2014)

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Crisis Contacts for Keene Area

Domestic Abuse

Monadnock Center for Violence Prevention, 603-352-3782

<https://mcvprevention.org/>

Mental Health

Monadnock Family Services, 603-357-4400

<https://www.mfs.org/>

Substance Abuse

Call 211

Suicide & Crises Lifeline

Call 988

<https://988lifeline.org/help-yourself/youth/>

Teen Crisis Helpline

Youth Line, call 877-968-8491

or text teen2teen to 839863

<https://www.theyouthline.org/>