

Competencies to Advocate for the SC Roles (Section A)

A school counselor will advocate for students' social, academic, and emotional needs through a comprehensive counseling program. This program will demonstrate an understanding of outside influences that may contribute to student behavior, applying the ASCA mindset and behavior to student success standards in individual counseling, small group settings, and classroom lessons. The Comprehensive Counseling Program provides beneficial care to the students through advocating for students' needs and concerns and providing resources to help students' families, community, and school staff. The School counselor will provide the services listed above to meet the needs of students daily. The school counselor will also collaborate with the facility, community members, and family to give the best services for every student under the school counselor's care.

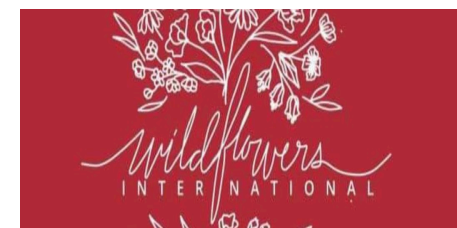
Design and Evaluation of SC Programs (Section C)

The Wildflowers comprehensive counseling program strives to protect, equip, and guide students to a successful future. Students will establish goals for all aspects of their lives and relationships, and counselors will be required to exceed the expectations of the state standards and ASCA professional competencies. The program will ensure the use of data from assessments mentioned in section J, and there will be a monthly meeting to gather data and make data-informed decisions on what aspects of the program need to be changed/updated and what services need to be added. The counselor will use the ASCA National Model Manage resource to build and incorporate data into decision-making. Using the information gathered from the different forms of data and meetings, the school counselor will build on the strategies, interventions, activities, and assessments mentioned throughout this brochure. Mainly, the counselor will use data collected from all sources to

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"Let's be wildflowers; let our souls be scattered by the wind. Let us grow, wild and free, tall and brave, in the places that we dream, in the places where our longings are filled. Let us grow between the cracks of brokenness, and we will make everything beautiful."
— G.C.

RAISING WILDFLOWERS School Counseling Brochure



improve individual counseling, group collaboration and consultation services.

Interventions to Promote Academic Development (Section D)

1. B-LS 3. Time management, organizational and study skills: Classroom lesson intervention; Lesson on using time-management tools and how to establish priorities. (ASCA implementation guide, 2022) Consultation: Providing students with information on study groups and/or tutoring services
2. B-LS 4. Self-motivation and self-direction in learning: Individualized counseling: Motivation interview and teaching growth mindset. (ASCA 2022) Collaboration: partnering with parents to promote self-motivation and self-direction at school and home.
3. B-LS 9. Decision-making is informed by gathering

Use of Developmentally Appropriate Career Counseling Interventions and Assessments (Section E)

1. Collaborate with parents and community leaders to coordinate a career day in the school or a field day at work. Classroom Lesson Intervention: Career day/field day. Elementary-level intervention (Niles& Bowlsbey, 2022). ASCA Standard B-SS 6 (ASCA 2022)
2. Individual counseling: Experiential tasks such as interviewing workers in fields that interest the students. Consulting: Providing the information to students



Mission, Vision, Belief Statement (Section B)

Mission Statement: The Wildflowers Comprehensive School Counseling Program aims to advocate, educate, and equip all students in academic, social, physical, and emotional development to promote success in school and their future careers and relationships.

Belief Statement: The school counseling program reflects the mindset standards stated in the ASCA Professional Standards and Competencies: M..1 Every student can learn and succeed. M.2 Every student should have access to and opportunities for a high-quality education. M.3. Students should graduate from high school prepared

evidence, getting others' perspectives, and recognizing bias: Intervention; Small group instruction on a preferred decision-making model. Consultation: Providing students with information on colleges, trade schools, and professionals that can aid them in their decision-making process.



- to set up interviews and/or shadow a worker in their field of interest
Middle-level intervention (Niles & Bowlsbey 2022) ASCA Standard B-SS 1 & 3. (ASCA 2022)
3. Collaborate with businesses to create workplace opportunities such as internships and volunteer work. Small group counseling: Practice social skills and professional skills with students of likeminded mindsets—high-level intervention (Niles & Bowlsbey 2022) ASCA Standard B-SS 3, 6, 7 & 8



for postsecondary opportunities (American School Counseling Association, 2019).

Vision Statement: As a result of the school counseling program, students will successfully graduate and pursue postsecondary options that meet their needs and desires while balancing work and peer relationships.

Techniques of Social/ Emotional Counseling (Section F)

1. “Design activities to build cultural competence and acceptance of others and take actions to counter various ‘isms’ that become evident in school” B-SS. 4 (ASCA 2022) Create classroom lessons/small group counseling sessions to incorporate activities.
2. Help students learn healthy coping skills for problems and emotions. B-SMS 7 (ASCA 2022) Provide individual counseling and referrals to students needing more intensive care.
3. Devise a plan for physical, emotional, and social health with students. Collaborate with school staff and parents. B-SMS 9 (ASCA 2022). Provide a classroom lesson for the students to discuss their health needs and how the school can provide better care.

Interventions to Promote College and Career Readiness (Section G)

1. Exposing students to online career exploration platforms and on-campus college visits (Hsieh and Huang 2014) ASCA Standard B-LS 9 & B-SMS 8. (ASCA 2022), Providing consultation services on career exploration platforms and setting up a small group to visit colleges and discuss desired plan for college.
2. Connect schoolwork with future opportunities and goal work with improved academics ASCA standard B-LS 7. (ASCA 2022). Classroom guidance lesson on connecting schoolwork to future opportunities, collaboration with community leaders to provide visitors who can stress the importance of schoolwork to their jobs
3. Individual counseling: “Create a graphic organizer with your student for possible extracurricular activities, identifying requirements, time commitments, accessibility, and barriers.” ASCA standard B-LS 10. (ASCA, 2022). Use information from consultations to help students make informed decisions.

Approaches to Increase Promotion and Graduation Rates (Section H)

1. Developing culturally responsive programs, interventions, and supports to eliminate achievement gaps. Students want to feel included in their school. Research shows connected students are more likely to succeed academically, including improved school attendance, test scores, and graduation rates (Niehaus et al., 2012; National Research Council and Institute of Medicine, 2004; Schapps, 2003). Providing classroom lessons and small group counseling on cultural awareness/diversity can provide interventions and support for students. Also, collaborating/consulting with community leaders to create events or programs promoting cultural learning can help students feel more connected. ASCA mindset & behavior standards B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, and B-SS 10 apply to his strategy.
2. Using the strength-based approach in individual counseling, small group counseling, and classroom lessons can encourage students to recognize their ability to succeed. Providing consultation and collaborating with teachers to ensure this approach is enacted in every classroom can encourage students to pursue further education. Baron (2023) states that a strength-based approach “ does not simply identify weaknesses and encourage the student to try again. Instead, it utilizes student talents and resources to address the weakness. The student is asked to consider how these resources can improve the quality of





their work, grades, and test performance. We want students to understand that their strengths are the best way to overcome deficits. Feedback delivered this way can help students feel empowered and take concrete action to meet their goal.” The strength-based approach can be incorporated into individual, small group, and classroom sessions. Also, counselors can collaborate with teachers to bring a strength-based approach to the classroom and provide consultation on how parents/guardians can incorporate it in the home. ASCA Standards met here are M.4., M 5., M 3., B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 7, B-LS 4, and B-LS 2.

3. Implementing a mentor/mentee program to encourage students to seek help from fellow students and grow peer relationships and engagement in school can enable a student to finish high school. According to Chen(2019), “Having a mentor can help provide more one-on-one support for the student and more closely monitor their progress, which may help identify if the student needs more targeted interventions.” Studies also show that “effective mentoring can help significantly increase college-going rates.” (Carrell & Sacerdote,2017). The mentors can meet in a small group counseling to check in and discuss plans for future support with the school counselor, and the school counselor can consult teachers and parents to choose and plan mentors for each mentee. ASCA Standards covered here are B-LS 9, B-LS 10, B-SMS 8, B-SS 1,2, 3, 3,4,5,6,7,8, 9, and 10.

Use of Data to Advocate for Programs and Students (Section J)

The wildflowers Comprehensive Counseling program believes data informed advocacy and data collection from Small group counseling, individual counseling, and classroom sessions. Data will be collected through teacher reports, student check-in, anecdotal notes, parental surveys/ interviews, pre/post test assessments, (paper and pencil mindset & behavior reports found in ASCA national model, student records, needs assessments etc. Based on the data provided through all these sources, School counselors can advocate for the need for their services and programs in the school As Berger et al. (2022) state, "Through needs assessments, school counselors can demonstrate the need for essential services and supports." The Wildflowers will have an monthly or annual meeting with stakeholders in the school to present data and advocate for the students needs and how they can and have been met through the counseling program.

Strategies to Promote Equity in Student Achievement and College Access (Section I)

1. Use community resources to provide clients with access to information and opportunities to be the facilitator for your student. Provide individual counseling to create a plan with students individually B-SS 2 & 6. (ASCA, 2022)
2. Give students first-hand experience talking to a nontraditional worker in an occupation, such as a female engineer, in a small group setting. Collaborate with nontraditional workers to set up interviews. (Niles & Bowlsbey 2022) ASCA Standard B-SS 1,3,5, & 6. (ASCA 2022)
3. Provide cultural awareness and Cultural competency classroom lessons. Collaborate with community leaders to provide a variety of community leaders from different cultures



Strategies for Implementing and Coordinating Peer Intervention Programs (Section K)

1. "Conduct small group counseling experiences facilitating the growth of positive peer relationships and prosocial skills" ASCA Standard B-SS 2 (ASCA 2022). Collaborate with teachers and parents to determine students' need for small groups.
2. Offer a mentor program for students, with a school counselor facilitating planned activities for mentors and mentees to do together. This is ASCA Standard B-SS 3 (ASCA 2022). Consult other mentor programs to ensure the program is proficient.
3. Provide professional development for staff on incorporating teamwork activities into courses, clubs, and teams. ASCA Standard B-SS 7 (ASCA 2022) offers consultation services and collaborates with community leaders to

to provide
introspection. ASCA
Standard B-SS 2, 7,9 &
10. B-SMS 6. And B-LS
9. (ASCA 2022)

provide events and/or
activities for students
to participate in.

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