

ASCAU IGNITE

Practical Strategies for a Successful Year

JULY 28 – 29, 2022

**Earn up to
3.7 CEUs/
36.75 Contact
Hours**



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

SCHEDULE AT A GLANCE

DAY 1: JULY 28

12:30–1 p.m.

Opening: The Role of the School Counselor

1–1:45 p.m.

- Why the ASCA National Model?
- Confidentiality, Student Information & FERPA
- Demystifying the Themes: Advocacy
- School Counseling Standards
- Data 101
- ASCA National Model Office Hours

2–2:45 p.m.

- How to Start the ASCA National Model Journey
- Students with Special Needs
- Demystifying the Themes: Collaboration
- Technology Tips & Tricks
- Eliminating Racism and Bias in Schools 101
- ASCA National Model Office Hours

3–3:45 p.m.

- Use-of-Time 5-Day Calculator
- Behavioral Threat Assessment and Management
- Classroom Management 101
- Demystifying the Themes: Systemic Change
- MTSS 101
- ASCA National Model Office Hours

4–4:45 p.m.

- Lesson Planning
- Child Abuse and Neglect Prevention
- Demystifying the Themes: Leadership
- Working with your Administrator
- Annual Student Outcome Goal Plan (Part 1)
- ASCA National Model Office Hours

DAY 2: JULY 29

1–1:45 p.m.

- Annual Student Outcome Goal Plan (Part 2)
- Suicide Prevention
- Building Relationships with Teachers
- Data 201
- Direct and Indirect Student Services
- ASCA National Model Office Hours

2–2:45 p.m.

- ASCA National Model, Year 1
- Implement LGBTQ-Affirming Policies
- The School Counselor & Mental Health
- Academic Development
- Advisory Council
- ASCA National Model Office Hours

3–3:45 p.m.

- ASCA National Model, Year 2
- Hot Topic: Working with Families/Caregivers
- Social/Emotional Learning
- Action Plans
- Eliminating Racism and Bias in Schools 201
- ASCA National Model Office Hours

4–4:45 p.m.

- Trauma-Informed Practice
- PPRA and Student Surveys
- Postsecondary Planning
- ASCA Resources
- ASCA Student Standards: Mindsets & Behaviors for Student Success
- ASCA National Model Office Hours

4:45–5 p.m.

- Closing: Know Your Why

AGENDA

DAY 1, JULY 28, 2022

12:30–1 p.m.

Opening: The School Counselor's Role

School counselors are certified/licensed educators who improve student success for all students by implementing a comprehensive school counseling program. 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. They uphold ASCA's ethical and professional standards and promote the development of the school counseling program based on the following areas of the ASCA National Model: Define, Deliver, Manage and Assess. Ultimately, school counselors work to create a future world where all students thrive.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Summarize the school counselor's appropriate and critical role within the education community

Speaker: Jill Cook, ASCA Executive Director

1–1:45 p.m.

Why the ASCA National Model?

The start of a new school year is always a busy time, but the ASCA National Model can help you start the year off on the right foot. Why should you be familiar with the ASCA National Model when you're just getting started? Learn the four reasons why the ASCA National Model is critical to your successful journey as a school counselor.

LEARNING OBJECTIVES:

After attending this webinar, you will be able to:

- Describe how the ASCA National Model supports and improves student success
- Identify current research about the ASCA National Model

Speaker: Steve Schneider, School Counselor, Sheboygan South High School, Sheboygan, Wis.

Confidentiality and Student Information

School counselors recognize their primary obligation regarding confidentiality is to the student, but they balance that obligation with an understanding of the parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Define confidentiality and discuss the school counselor's role regarding confidentiality
- Discuss the ethical and legal obligations of confidentiality for school counselors in a counseling relationship with a student
- Identify cases when exceptions to confidentiality exist
- Discuss how to inform students of exceptions to confidentiality

Speaker: Meg Rieley, Ethics Chair, Pennsylvania School Counselor Association

Demystifying the Themes: Advocacy

Advocating for your students, the school counseling profession and your school counseling program is critical and required when implementing the ASCA National Model. Learn what advocacy means to school counseling and school counselors' legal and ethical obligations to implement advocacy efforts. Walk away with advocacy strategies to use in your building today.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify components of the ASCA National Model useful to advocacy efforts
- Explain the role data plays in advocacy

Speakers:

Emily Brown, Assistant Professor and Associate Department Chair, University of Missouri – St. Louis

Sarah Blalock, Assistant Professor, Texas State University

Carolyn Berger, Program Coordinator & Teaching Assistant Professor, University of Minnesota

School Counseling Standards

Three sets of 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. These standards are broken into student standards (ASCA Student Standards: Mindsets & Behaviors for Student Success), professional standards (ASCA School Counselor Professional Standards & Competencies) and the ASCA Ethical Standards for School Counselors.

AGENDA

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Describe how these standards define the big picture role of the school counselor in the education community
- Explain how to use these standards to develop, implement and assess your school counseling program to improve student outcomes
- Discuss how to use school counseling standards in advocacy, collaboration, leadership and systemic change efforts

Speaker: **Eric Sparks**, ASCA Deputy Executive Director

Data 101

The school counseling program's focus and direction are based on student needs as determined by priorities stated in the school improvement plan and reattending school data. Understanding and using data are essential to ensuring equitable services, allowing all students to receive the school counseling program's benefits. A data-informed school counselor consistently reviews school data to reveal trends across grades or years; inequities in student achievement, opportunity or attainment; and student needs revealed by changes such as school attendance, disciplinary problems and/or academic performance.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Use the ASCA National Model's school data summary template to summarize critical student data and identify priorities for school counseling program focus
- Identify various sources of data
- Describe the three types of data: participation, Mindsets & Behaviors and outcome data

Speakers:

Lauren Crispino, Educational Specialist, School Counseling Services, Fairfax County Public Schools, Fairfax, Va.

Alma Lopez, School Counselor, Livingston Middle School, Livingston, Calif.

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: school data summary, annual student outcome goal plan and writing goal statements.

ASCA National Model Expert: **Kristin Barnson**, Elementary Counselor Specialist, School Counseling Department, College, Career, Equity, and School Choice Unit, Clark County School District, Las Vegas, Nev.

2–2:45 p.m.

How to Start the ASCA National Model Journey

ASCA provides you with a wealth of resources about school counseling via the website. Many of these are foundational to your development as a school counselor. Get a tour of the resources available on the ASCA website that will educate and empower you as you start your path to ASCA National Model implementation.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

Access and summarize the importance of the essential role of the school counselor documents for appropriate level, ASCA National Model executive summary and ASCA Student Standards: Mindsets & Behaviors for Student Success. Identify where to locate position statements and infographics

Speaker: **Nan Worsowicz**, ASCA-Certified Trainer

Students with Special Needs

School counselors are committed to helping all students realize their potential and meet or exceed academic standards with consideration for both the strengths and challenges resulting from disabilities and other special needs. How can school counselors effectively implement school counseling programs for all students while navigating the needs of youth with 504s and individualized education plans (IEPs)? Learn the basics of Section 504 and IEPs, including eligibility and accommodations. Understand just how school counselors should be a part of the 504 process in alignment with the ASCA National Model and strategies for related advocacy.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the school counselor's appropriate role in working with students with special needs
- Discuss the legal and ethical implications of working with students with special needs
- Explain and strategize how to use the ASCA National Model to advocate for students with special needs in the context of a school counseling program.

Speakers: **Tomeka Ward Satterfield**, K-12 School Counseling Coordinator, Durham Public Schools, Durham, N.C.

AGENDA

Demystifying the Themes: Collaboration

Collaboration is woven throughout the ASCA National Model and is an integral component of a school counseling program. It is key to the success of school counseling programs that have a positive impact on student's academic achievement, postsecondary readiness and social/emotional development. Learn about the different situations where collaboration takes place, effective collaboration skills and how to use data as a collaborative tool.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the various situations where collaboration exists within a school counseling program
- Describe ways to use schoolwide and school counseling data as a collaboration tool

Speaker: Robin Zorn, School Counselor, Mason Elementary School, Gwinnett County Public Schools, Suwanee, Ga.

Technology Tips & Tricks

Learn to meaningfully integrate technology into your school counseling program. In this hands-on session, explore tools such as Wakelet, Digital Calming Rooms, Canva and more. Hear how to use these tools in your program to support social/emotional learning, classroom lessons, digital calming rooms and more.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Effectively use technology to build your school counseling program
- Discuss more ways to reach your audience using technology
- Explain how to create and present classroom instruction lessons using technology

Speaker: Dyann Wilson, School Counselor, Brabham Middle School, Willis, Texas, Amy Storer, Lead Learning Guide-friED Technology

Eliminating Racism and Bias in Schools 101

The systemic and institutional racism underlying violence toward people of color and relegating them to generations of poverty permeates every facet of American society, including the educational system. Through implementation of a school counseling program, school counselors promote equity and access for all students and make a significant impact on creating a school culture free from racism and bias.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Define and use appropriate terminology
- Strategize ways to effectively and regularly reflect on your cultural worldviews (values, beliefs, assumptions, biases), seeking to understand how these views influence your practice
- Identify signs of racism, bias and inequities that harm students and impede our nation from reaching its full potential
- Discuss ways school counselors address racism, bias and inequities through a school counseling program

Speaker: Derek Francis, Manager of Counseling Services, Minneapolis Public Schools, Minneapolis, Minn., Michelle Sircy, School Counselor Specialist, Jefferson County Public Schools, Louisville, Ky.

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: pre-/post-assessments and closing-the-gap action plans

ASCA National Model Experts:

Brian Mathieson, K-12 School Counseling Specialist, Vancouver Public Schools, Vancouver, Wash.

3–3:45 p.m.

Use-of-Time 5-Day Calculator

Essential to ASCA National Model implementation is the data you collect about how your time is spent. The use-of-time 5-day calculator tool is used to document your time in the Delivery component of your school counseling program. Learn how to complete the calculator and analyze the results to better understand and improve your school counseling services.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Complete the use-o-time calculator in first semester
- Schedule the completion of second-semester calculator
- Analyze and reflect on baseline use-of-time data

Speaker: Karen Griffith, ASCA-Certified Trainer

AGENDA

Behavioral Threat Assessment and Management

Join representatives from ASCA, the National Threat Assessment Center, the National Association of School Psychologists and the National Association of Secondary School Principals for a panel discussion of threat assessments in schools and the importance of a collaborative approach to school safety.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the school counselor's role in behavioral threat assessments and management
- Discuss research on targeted school violence
- Reference a threat assessment model
- Discuss best practices and guidelines

Speakers:

Lina Alathari, Ph.D., Chief, National Threat Assessment Center, United States Secret Service

Elizabeth Brown, Principal, Forest High School, Marion County, Fla.

Melissa Reeves, Past President, National Association of School Psychologists

Carolyn Stone, Ed.D., Professor, University of North Florida

Moderator:

Kelly Vaillancourt Strobach, Ph.D., Director, Policy and Advocacy, National Association of School Psychologists

Classroom Management 101

We hear about classroom management for teachers, but what about school counselors? Learn about evidence-based classroom management strategies recommended by the U.S. Department of Education and aligned with the ASCA National Model. Walk away with culturally sustaining strategies you can use when delivering classroom lessons. Discover how other school counselors have used these strategies in their own school counseling programs.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify evidence-based, culturally sustaining classroom management strategies recommended by the U.S. Department of Education that are aligned with the ASCA National Model
- Create a personal action plan on how to implement evidence-based classroom management strategies for your classroom lessons

- Provide examples of successful school-counseling-specific classroom management strategies, challenges and goals

Speaker: **Emily Goodman-Scott, Ph.D.**, Associate Professor, Old Dominion University

Demystifying the Themes: Systemic Change

Implementing the ASCA National Model requires leadership, advocacy and collaboration, with the ultimate goal of systemic change. Systemic change, or transformational change affecting the entire system, is focused on the dynamic of the environment, not the individual. School counselors create systemic change through the implementation of a school counseling program.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Discuss how the implementation of a school counseling program creates systemic change
- Strategize how to use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success

Speakers:

Rebecca Atkins, Senior Administrator; School Counseling, Wake County Public School System, Cary, N.C.

Alicia Ogelsby, Director of School & College Counseling, Bishop McNamara High School, Forestville, Md.

MTSS 101

As more states include alignment with a multitiered system of supports (MTSS) in their guiding documents for best practice, many school counselors across the country are discussing aligning their school counseling program with MTSS. Where do you start? How do you use data to create goals and plan for next steps? Learn about pre-/post-assessment school counselors can use to understand their program strengths and areas for growth. Hear more about using this assessment to guide your school counseling/MTSS alignment. Make alignment goals and decisions based on data, moving your school counseling program to the next level.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Discuss the alignment between a comprehensive school counseling programs and MTSS via direct and indirect services
- Describe the alignment assessment, and identify how to use it to understand your school counseling/MTSS strengths and areas for growth

AGENDA

- Identify key policies and practices necessary to assemble and sustain an effective MTSS team
- Discuss free or low-cost evidence-based or research-informed interventions to use with students in need of Tier 2 and 3 support

Speaker: **Jennifer Better-Bubon**, Associate Professor & Program Coordinator, Counselor Education, University of Wisconsin Whitewater

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: classroom and group Mindsets & Behaviors action plan

ASCA National Model Experts:

Judy Pelto, School Counselor, Clark County, Nev.

Mark Boggie, ASCA-Certified Trainer

4–4:45 p.m.

Lesson Planning

The ASCA lesson plan template ensures that the essential components of an effective school counseling lesson plan for classroom lessons or small-group sessions are developed. This tool facilitates quality work, and having plans on file adds another layer of credibility and excellence to the services you deliver to students.

LEARNING OBJECTIVES:

After attending this session, you will be able to:
Develop a lesson plan using the ASCA lesson plan template
Schedule delivery of developed lesson plan

Speaker: **Karen Griffith**, ASCA-Certified Trainer

Child Abuse and Neglect Prevention

It is the school counselor's legal, ethical and moral responsibility to report suspected cases of child abuse and neglect to the proper authorities. School counselors work to identify the behavioral, academic and social/emotional impact of abuse and neglect on students and ensure the necessary supports for students are in place.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the four major types of maltreatment as identified by the U.S. Department of Health and Human Services, Administration for Children and Families and their warning signs

- Discuss the school counselor's role and legal, ethical and moral responsibility regarding child abuse and neglect prevention
- Assess various scenarios to determine a plan of action when it comes to reporting suspected cases of child abuse
- Brainstorm ways to collaborate with others in the school building to ensure all students are protected from abuse and neglect

Speakers:

Angelica Greiner, Assistant Professor, Liberty University
Crystal Hatton, Ph.D., Liberty University

Demystifying the Themes: Leadership

School counselors are called to be transformative leaders who address systemic, equitable change in education. As vital members of the school leadership team, school counselors create a school culture of success for all. When school counselors embrace their roles as school leaders, they have a positive impact on educational outcomes. Learn to integrate the four leadership contexts (structural leadership, human resource leadership, political leadership and symbolic leadership) into your practice. Hear examples of leadership resources and tips to support you in your role as a transformational leader.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Discuss the school counselor's role as a transformational leader
- Integrate ASCA's leadership framework in professional practice
- Demonstrate an increased awareness of leadership resources

Speaker: **Eva Gibson, Ed.D.**, Assistant Professor, Austin Peay State University

Working with Your Administrator

The principal/school counselor relationship is one of the most important relationships in the school building and allows administrators to see the value of school counselors' training and roles in relation to overall school achievement. Learn to speak your administrator's language so you can effectively advocate for a data-informed school counseling program. Hear key examples about ways to collaboratively focus on what is most important – student outcomes. Enhance your school counselor/principal collaboration strategies by creating a strong foundation using components of the ASCA National Model. Learn about school structures that build positive, collaborative school counselor/administrator relationships.

AGENDA

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Use data and the ASCA National Model templates to advocate for your role as school counselor to your local administration
- Brainstorm how to develop shared vision and decision-making based on strong communication between school counselor and principal
- Discuss successful school counselor/administrator initiatives that maximize student success
- Discuss how to handle tough situations with your principal

Speakers:

Jennifer Soloff, School Counselor, Sweet Apple Elementary School, Roswell, Ga.

Nicole Moody, School Counselor, Sycamore Elementary, Sugar Hill, Ga.

Annual Student Outcome Goal Plan, Part 1

The annual student outcome goal plan worksheet is essential to addressing gaps in student achievement, opportunities and attainment. Focus on the components of developing an effective goal statement and collecting supplemental data to provide context regarding the gap.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Draft an annual student outcome goal statement
- Describe the role of supplemental data

Speaker: **Joni Shook**, ASCA-Certified Trainer

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: use-of time calculator and calendars

ASCA National Model Experts:

Megen Stair, School Counselor, Park Vista Community High School, Lake Worth, Fla.

Dawn Erikson, Student Services Department Chair, East Leyden High School District 212, Franklin Park, Ill.

DAY 2, JULY 29, 2022

1–1:45 p.m.

Annual Student Outcome Goal Plan, Part 2

Continue the exploration of the annual student outcome goal plan worksheet. Components include identifying appropriate ASCA Student Standards, creating learning objectives, developing pre-/post-assessments tool and listing strategies/interventions.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Complete draft of annual student outcome goal plan worksheet
- Identify best practices when creating pre-/post-tests

Speaker: **Joni Shook**, ASCA-Certified Trainer

Suicide Prevention

Schools and school districts are increasingly requiring school counselors to administer suicide assessments and quantify the level of risk. This practice places the school counselor in an untenable position as it has become painfully clear in the courts the fallacy and danger of labeling a child's risk of suicide as low or nonexistent. However, it is important for school counselors to recognize suicide warning signs, deliver age-appropriate instruction and preventive mental wellness support, collaborate with other educators and community partners, communicate with families and follow up with students.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify school counselors' appropriate role in the suicide assessment process
- Explain the legal and ethical issues involving school counselors and suicide assessments
- Discuss the warning signs of suicide
- Reference two sample suicide-prevention classroom instruction lessons

Speakers:

Ben Handrich, School Counselor, South Salem High School, Salem, Ore.

Wendy Rock, Assistant Professor of Counseling, Southeastern Louisiana University

AGENDA

Building Relationships with Teachers

Focus on how school counselors and teachers can collaborate to improve student learning and development. Learn to partner with teachers to implement the ASCA Student Standards in classrooms, ultimately reducing responsive services and reaching a greater number of students. Discover strategies to strengthen the school counselor/teacher relationship and increase buy-in of the school counseling program.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Implement a framework for collaborating with teachers to incorporate the ASCA Student Standards in classrooms
- Brainstorm ways to collaborate with teachers, strengthen stakeholder relationships and increase buy-in
- Discuss the role student confidentiality plays when collaborating with teachers

Speakers:

Hannah Brinser, Doctoral Student & School Counselor, Idaho State University

Addy Wissell, Associate Professor & Director of School Counseling, Gonzaga University

Data 201

A data-responsive school counselor uses data to determine if school counseling program strategies, interventions and activities are effective and to make decisions about future practice. As you work to make school communities better, equitable and more just for all stakeholders, you need skills to rigorously assess and interpret your program's impact on student achievement, attendance and discipline.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify and use ASCA National Model templates and tools for data analysis, such as the school counseling program assessment and results reports.
- Describe the purpose of analyzing and reflecting on data results.

Speakers:

Lauren Crispino, Educational Specialist, School Counseling Services, Fairfax County Public Schools, Fairfax, Va.

Alma Lopez, School Counselor, Livingston Middle School, Livingston, Calif.

Direct and Indirect Student Services

School counselors deliver activities and services to students and for students via direct and indirect student services.

Direct student services are in-person interactions between school counselors and students, whereas indirect student services are services provided on behalf of students as a result of the school counselor's interactions with others. ASCA recommends that 80% or more time is spent in direct and indirect student services to achieve the most effect delivery of the school counseling program.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify services that fall under direct and indirect services
- Use the calendar and the use-of-time calculator templates to inform stakeholders of activities you're delivering

Speaker: **Kristin Barnson**, Elementary Counselor Specialist, School Counseling Department, College, Career, Equity, and School Choice Unit, Clark County School District, Las Vegas, Nev.

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: school counseling vision and mission statements

ASCA National Model Experts:

Chon Hester, Director of Advisement & Counseling Services, Henry County Schools, McDonough, Ga.

Stacey Miller, School Counselor, Buford Elementary, Buford, Ga.

2-2:45 p.m.

ASCA National Model, Phases 1-2

Are you a new school counselor just starting ASCA National Model implementation? Learn about critical but manageable ASCA National Model work you can complete in your first year.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Summarize the two-year ASCA National Model implementation plan
- Identify the most important and time-sensitive components of the ASCA National Model to incorporate in your first year as a school counselor
- Strategize a plan and timeline for completing year one work

Speaker: **Mark Kuranz**, ASCA-Certified Trainer

AGENDA

Advocacy for LGBTQ+ Students

Heteronormativity in schools can lead to practices and policies that don't address LGBTQ+ students' needs. The lack of inclusion can lead to negative outcomes and detachment from the school environment. The ASCA Ethical Standards for School Counselors outline the school counselor's responsibility to advocate for a safe, nondiscriminatory school environment. Discover ways to advocate for inclusive policies and promote sensitivity and acceptance among staff, students and other educational stakeholders.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Summarize the guiding documents from ASCA outlining school counselors' professional and ethical responsibility to advocate for LGBTQ+ students
- Share best practices and strategies to advocate for inclusive environments and policies

Speaker: **Haley Wikoff**, Assistant Professor, Western Illinois University

The School Counselor & Student Mental Health

Students' unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Understand the school counselor's role in addressing student mental health needs. Learn about instruction that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify mental health warning signs
- Describe how to address the mental health needs of students by providing appropriate direct services, accessing community resources, and working with school staff and community service providers
- Identify best practices for schools to follow to protect the mental health and safety of all students

Speakers:

Indra Owens, School Counselor, Atlantic City Public Schools, Atlantic City, N.J. & Curator, Trust Your Journey Project, LLC.

Barbara Truluck, School Counselor, Palmer Middle School, Kennesaw, Ga.

Academic Development

School counseling programs use data to understand student needs to provide school counseling strategies and interventions addressing systemic barriers to ensure all students have opportunities to develop academic goals. The ASCA Student Standards identify the knowledge, skills and attitudes necessary for academic development and success.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Use data to identify academic barriers and gaps
- Identify appropriate student standards to address barriers and gaps

Speakers:

Kathy Biles, Adjunct Instructor, Portland State University
Gene Eakin, Part-time Instructor, Oregon State University

School Counseling Advisory Council

The school counseling advisory council guides and supports the school counseling program. This group of stakeholders provides feedback on your goals, action plans and results, becoming program advocates and champions. Learn best practices when forming an advisory council in your school.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the purpose of the school counseling advisory council and who you should include.
- Form an advisory council and properly document your advisory council meetings to align with the ASCA National Model best practices and templates

Speaker: **Kinea Epps**, Senior Administrator; Counseling & Student Services, Wake County Public School System, Cary, N.C.

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: school counseling advisory council and annual administrative conference.

ASCA National Model Experts:

Michael Garcia, Director of Opportunity & Achievement, Mesa Public Schools, Mesa, Ariz.

Karen Devine, School Counselor, Taft High School, Chicago, Ill.

AGENDA

3–3:45 p.m.

ASCA National Model, Phases 3-5

Once you've got your first year of ASCA National Model implementation down, where do you head next? Learn about critical but manageable ASCA National Model work to complete in your second year.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Summarize the two-year ASCA National Model implementation plan
- Identify the most important and time-sensitive components of the ASCA National Model to incorporate in your second year as a school counselor
- Strategize a plan and timeline for completing year two work

Speaker:

Mark Kuranz, ASCA-Certified Trainer

Working with Families/Caregivers

School counselors are leaders in connecting the school building to the community and are often at the forefront of working with families and caregivers. Professional transparency is critical in working with families. Learn how to tackle family engagement that takes into consideration barriers, unique populations and community resources. Understand the Family Engagement Model to help you support all students' success.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Explain the link between family engagement and student achievement
- Describe how cultural implications can lead to varying avenues of engagement
- Brainstorm ways to engage with family/caregivers and key stakeholders in your community
- Discuss confidentiality – the who, what, where, when and how of sharing

Speakers:

Caitlin Ivey, School Counselor, Rocky Run Middle School, Chantilly, Va.

Ariana Larson, School Counselor, Rocky Run Middle School, Chantilly, Va.

Beverly McClure, School Counselor, Northwest Rankin High School, Flowood, Miss.

Social/Emotional Learning

School counselors have unique training in helping students with social/emotional issues that may become barriers to school success. School counselors promote ASCA Student Standards that enhance the learning process and create a culture of postsecondary college and career readiness. The ASCA Student Standards identify the knowledge, skills and attitudes necessary for social/emotional development and success.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Use data to identify social/emotional barriers and gaps
- Identify appropriate student standards to address barriers and gaps

Speakers:

Tosha Todd, School Counselor, Lucy Franklin Elementary, Blue Springs, Mo.

Jennifer Madrid, Social Emotional Learning Coordinator, El Paso, Texas

Action Plans

School counseling program action plans detail the focus and activities school counselors deliver to support all students' academic, career and social/emotional development. Learn how you can use the ASCA National Model action plan templates in your school counseling programs.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Describe the purpose of each action plan
- Begin drafting the classroom and group mindsets and behaviors action plans

Speaker: **Heidi Truax**, Executive Director, Office of School Counseling and Postsecondary Advising, Chicago Public Schools, Chicago, Ill., and ASCA-Certified Trainer

Eliminating Racism and Bias in Schools 201

Educators have long believed education is the path toward breaking the cycle of racism. Although progress has been made in many school districts, there is still much work to be done. School counselors have an ethical obligation to serve as advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. Through this work, school counselors have a unique

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opportunity to be an important part of the solution for change. Learn what you can do to combat pervasive racism, discrimination, hate and bias.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the ASCA Student Standards, ASCA Ethical Standards for School Counselors and the ASCA School Counselor Professional Standards & Competencies that apply to issues of racism, bias and equity
- Explain ways to use data to uncover inequities and disproportionality and to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- Access sample classroom counseling lessons addressing racism, bias and equity
- Brainstorm ways to collaborate with administrators, teachers and other staff in the school and district to create systemic change
- Access resources to create a schoolwide response plan when incidents of racism, discrimination, hate, bias do occur

Speakers:

Derek Francis, Manager of Counseling Services, Minneapolis Public Schools, Minneapolis, Minn.

Michelle Sircy, School Counselor Specialist, Jefferson County Public Schools, Louisville, Ky.

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: lesson planning.

ASCA National Model Experts:

Nan Worsowicz, ASCA-Certified Trainer

Nancy Jarman-Dunn, ASCA-Certified Trainer

4–4:45 p.m.

Trauma-Informed Practice

School counselors understand the impact adverse childhood experiences have on students' academic achievement and social/emotional development and can be key players in promoting a trauma-sensitive environment at their schools. They are in a unique position to identify students affected by traumatic events and can provide the support and resources these students need. Learn about the characteristics of a trauma-informed program and system.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Explain what trauma is in its many forms for different age groups in the K–12 school setting
- Receive practical applications to use in your school counseling program to create a more trauma-informed school climate
- Discuss ways to work with students, parents/guardians and staff who have been through a traumatic event, including research-based practices
- Identify ways to help build resiliency skills in students through social/emotional learning

Speakers:

Rachel Kusher, High School Counseling Specialist, Broward County Public Schools, Ft. Lauderdale, Fla.

Olivia Carter, School Counselor Support Specialist, Cape Girardeau Public Schools, Cape Girardeau, Mo.

PPRA and Student Surveys

With increasing concerns about students' social/emotional wellness, schools are using surveys to gauge students' views and experiences to better understand their needs. Explore the school counselor's role and legal/ethical obligations in this process. Examine pertinent issues, such as parental rights and third-party disclosure.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Identify the eight protected areas of the Protection of Pupil Rights Amendment (PPRA).
- Discuss the PPRA and FERPA provisions applicable to administering surveys.
- Discuss personally identifiable information and when to obtain consent

Speakers:

Brian Coleman, School Counselor, Jones College Prep, Chicago, Ill.

Kimberly Callahan, School Counselor, Ware County Schools, Waycross, Ga.

Postsecondary Planning

School counselors recognize that each student possesses unique interests, abilities and goals, which will lead to various life and career opportunities. Collaborating with students, families, educational staff and the community, school counselors work to ensure all students develop an academic and career plan reflecting their interests, abilities and goals

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and including rigorous, relevant coursework and experiences appropriate for the student. Learn how to take a proactive role in assisting students, families and staff as they assess student strengths and interests and encourage the selection of a rigorous and relevant educational program supporting all students' postsecondary goals.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Use the ASCA Career Conversation Starters as a guide to address ASCA Mindsets & Behaviors for Student Success
- Reference sample classroom counseling lessons for the elementary, middle and high school levels
- Recognize potential community partners and strategize ways to collaborate with them

Speaker: **Jennifer Curry**, Professor, School of Education, Louisiana State University

ASCA Resources

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. To do this, ASCA offers a wide array of resources, many of which are completely free to you. Learn how to advocate for your role as a school counselor and for your students through resources like ASCA position statements, ASCA Standards in Practice and ASCA toolkits, and engage with other school counselors across the nation through the ASCA Scene.

LEARNING OBJECTIVES:

After attending this session, you will be able to:

- Locate and use ASCA resources to advocate for your role and for your students

Speaker: **Deirdra Hawkes**, ASCA Director of Programs and Advocacy

ASCA Student Standards: Mindsets & Behaviors for Student Success

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. Learn how you can use the ASCA Student Standards as a foundation for your program.

LEARNING OBJECTIVES:

After attending this session, you should be able to:

- Describe the research behind the develop of the ASCA Student Standards
- Become familiar with the ASCA Student Standards learning objectives database for identifying and selecting learning objectives.

Speaker: **Nancy Jarman-Dunn**, ASCA-Certified Trainer

ASCA National Model Office Hours

Have questions about the ASCA National Model? Meet with an ASCA National Model expert who can provide insight and clarity. During this office hours session, we'll be answering questions on: results reports

ASCA National Model Experts:

Steve Schneider, School Counselor, Sheboygan South High School, Sheboygan, Wis.

Kerry Bartlett, School/Career Counselor, Hudson High School, Hudson, Mass.

4:45–5 p.m.

Closing: Know Your Why

Speaker: **Eric Sparks**, Ed.D., ASCA Deputy Executive Director