



**INDIANA  
DEPARTMENT of  
EDUCATION**  
Comprehensive School  
Counseling

# Indiana Comprehensive School Counseling Model

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*Carrying the Torch to Student Success*





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## Chapter 1- Overview and Development of the Indiana Comprehensive School Counseling Model

The Gold Star model was developed in 2004 to support Indiana schools in building a comprehensive school counseling program with the overall goal to raise student achievement and improve overall student success. Since its inception, over 300 Indiana schools have been awarded the Gold Star designation.

In an effort to evaluate the impact of the prior Gold Star model, the Indiana Department of Education (IDOE) contracted with Butler University to complete a review of the Gold Star School Counseling Recognition Program in the fall of 2018. The [results](#) of the review indicated no significant difference in student outcomes between schools that received the Gold Star designation and those that did not. From there, the Carrying the Torch to Student Success Advisory Committee was convened to update the designation process, making it more data driven, impactful, and aligned with new IDOE initiatives to produce better outcomes for students and schools.

The Indiana Department of Education worked with counseling stakeholders across the state and representatives from the Indiana School Counseling Association and the American School Counseling Association to update the Indiana Comprehensive School Counseling Model and the Gold Star Award. The new award, Carrying the Torch to Student Success, is a tiered system of recognition, making it a more intentional and data driven process for schools aligned to the Indiana Graduates Prepared to Succeed (GPS) characteristics, which stakeholders have previously affirmed truly matter to a students' long-term success, in life and in their career. Those five characteristics are academic mastery; career and postsecondary readiness (credentials and experience); communication and collaboration; work ethic; and civic, financial, and digital literacy.

### CHARACTERISTICS: GRADUATES PREPARED TO SUCCEED

ACADEMIC MASTERY

CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES

COMMUNICATION & COLLABORATION

WORK ETHIC

CIVIC, FINANCIAL & DIGITAL LITERACY



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## Key Stakeholders of a Comprehensive School Counseling Model

The Indiana Model for Comprehensive School Counseling is intended for all stakeholders who seek to improve the effectiveness and increase the capacity of the school counseling program in their school and corporation. This document is especially pertinent to the following educators and decision makers:

**School Counselors-** To provide school counselors with a clearly defined role and a framework to implement, manage, and assess their school counseling program.

**School Administrators-** To increase opportunities for collaboration with the school counselors and support the implementation of a comprehensive school counseling program.

**Corporation-level Administrators/Superintendents-** To help provide support for school-level efforts to improve the school counseling program and to help create corporation-wide procedures that align and enhance the effectiveness of the school counseling program.

**School Board Members-** To assist in engagement of community members in the school counseling program.

## Benefits of a Comprehensive School Counseling Program

### BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING

#### STUDENTS

Prepares students for the future by supporting their academic, career, and overall wellness.

#### PARENTS

Increases opportunities for parent/school interaction.

#### TEACHERS

Provides for team effort to address student needs and goals.

#### COUNSELORS

Provides a clearly defined role and function of a school counselor.

#### LEADERSHIP

Clarifies the types of activities to include in a school counselor's job description.

#### BUSINESS

Provides future workforce with employability skills needed for success.

#### COMMUNITY

Encourages increased engagement of community members with the school program.



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## Position to Program

In the past, school counseling was created as a position with a list of duties to perform. Through the years, the position has grown to be more of a student services role rather than a full K-12 program delivered by master's level school counselors working with teachers, administrators, parents, and the community.

<u>Position</u>	<u>Program</u>
<ul style="list-style-type: none"><li>• Performs counseling, administrative, and clerical duties (e.g. test coordination, file/record management)</li></ul>	<ul style="list-style-type: none"><li>• Facilitates a complete array of developmental, preventative, and responsive activities (duties derived from the program's content and structure)</li></ul>
<ul style="list-style-type: none"><li>• Very siloed/isolated</li></ul>	<ul style="list-style-type: none"><li>• Integrated within the school and across the K-12 system</li></ul>
<ul style="list-style-type: none"><li>• Viewed as office personnel</li></ul>	<ul style="list-style-type: none"><li>• Viewed as playing an integral role in the student's educational development</li></ul>
<ul style="list-style-type: none"><li>• Student data is not utilized and effectiveness is not measured.</li></ul>	<ul style="list-style-type: none"><li>• Focused on data and effectiveness</li></ul>

## Role of a School Counselor:

### Indiana School Counselor Qualifications-

To be a school counselor, one must: successfully complete a master's degree program from an approved school counselor program, or if already degreed, complete additional coursework from an approved school counselor program. An individual who holds a school counselor license is eligible to serve as a school counselor in pre-kindergarten through grade 12.

In order to obtain an Accomplished Practitioner's license, one must: (1) complete five years of experience as a school counselor in an entity listed in 515 IAC 1-5-1 (a) following the issuance of the Practitioner license; (2) complete an educational specialist or higher degree in a counseling-related field at an institution of higher learning regionally accredited; (3) be recommended for the Accomplished Practitioner



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license by the licensing advisor at the approved program; and (4) successfully complete certification in school counseling in a program approved by the Indiana State Board of Education.

## Pupil Personnel Services Rule

According to Indiana Administrative Code 4-1.5, student services programs provide three types of assistance to students:

- **Educational and Career Services** are required only at the secondary school level and must be coordinated by a certified school counselor. These services include assisting students with:
  - Admission and Orientation
  - Study Skills and Tutoring
  - Achievement Testing
  - Advising and Scheduling
  - Specific career services – such as career education and career planning – aligned to Indiana’s career education law.
- **Student Assistance Services** for students in grades K-12 that must be coordinated by any of the below certified professionals. Services in this category include prevention, assessment, intervention, and referral.
  - School Counselors
  - School Social Workers (master’s degree level)
  - School Psychologists
- **Health Services** are to be offered in grades K-12, but a Registered Nurse is the only designated provider for this responsibility.

A student services program must also develop and manage a school’s Crisis Intervention Plan. Read the full text of Rule 4-1.5 in Appendix A. (Fleck Education 2-3)

The following ratios are recommended for providing student services:

- **Educational and career services**
  - Elementary level: one school counselor for every 600 students enrolled in grades one through six in the corporation
  - Secondary level: one school counselor for every 300 students enrolled in grades seven through 12 in the corporation
- **Student Assistance Services**





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- One school counselor, school psychologist, or master's level school social worker for every 700 students enrolled in the corporation
- Health Services
  - One registered nurse for every 750 students enrolled in the corporation (Indiana State Board of Education: 511 IAC 4-1.5-2)

## **Duties and Responsibilities of School Counselors**

School counselors are called upon to perform many duties and responsibilities and fulfill many roles. If school counselors are utilized for duties and responsibilities that align with the goals of the counseling program, this will increase the capacity of the school counselor, and allow for more students to receive services that help them achieve their postsecondary goals.

### Duties and responsibilities that align with the goals of the counseling program:-

- advisement for academic planning
- orientation, coordination, and academic advising for new students
- interpreting cognitive, aptitude, and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing short-term individual and small group counseling
- consulting with teachers to schedule and present counseling curriculum based on developmental needs and needs identified by data
- interpreting student records
- analyzing grade-point averages in relationship to achievement
- consulting with teachers about building classroom connections, effective classroom management, and the role of noncognitive factors in student success
- protecting student records and information per state and federal regulations
- consulting with the school principal to identify and resolve student issues, needs, and problems
- advocating for students at individual education plan meetings, student study teams, and school attendance review boards, as necessary
- analyzing disaggregated schoolwide and school counseling program data

### Activities that do not align with the goals of the counseling program-

- building the master schedule
- coordinating paperwork and data entry of all new students



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- coordinating cognitive, aptitude, and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- providing long-term counseling in schools to address psychological disorders
- covering classes when teachers are absent or to create teacher planning time
- maintaining student records
- computing grade-point averages
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, Multi-Tiered System of Supports (MTSS), and school attendance review boards
- serving as a data entry clerk

Source: [American School Counseling Association](#) (n.d.)

## Aligning with MTSS

MTSS is a framework characterized by a continuum of evidence-based practices for academics, behavior, and student well-being development. It does not provide a three tiered support for College and Career readiness. Multi-Tiered, Multi-Domain Systems of Support (MTMDSS) was developed to support college and career readiness, especially for school counselors by including this additional domain (Hatch and Hartline 2022). The MTMDSS framework helps school counselors to deliver content of their programs to ensure they are meeting the needs of students in all four of the areas by 1) providing core curriculum for all students with tiered support for their unique needs, 2) data-informed decision making and problem solving, 3) high quality instruction, and 4) purposeful and intentional implementation.

## Whole Child Approach

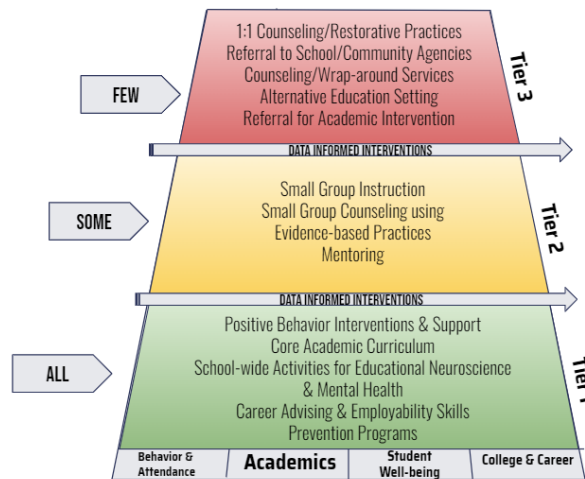
When we look at educating the whole child, we commit to providing school counseling services in all four domains to all students in Tier 1. This would include activities such as implementing school counseling curriculum, leading individual student planning, supporting school-wide activities, and engaging positive behavior interventions and supports. After analyzing student data, the school counselor can identify students who need more individualized intervention based on their needs. Approximately 20% of students would need Tier 2 support, with five to 10% of students needing a Tier 3 intervention.



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This chart provides an overview of each tier of support:



## Chapter 2-Alignment with State and National Counseling Standards (Define)

School counseling standards help to define the school counseling profession and are used to help school counselors develop and implement their school counseling program (Hata *ASCA National Model*, 2022). Indiana school counselors will use state and national standards as a foundation for their program. There are standards for both students and professional school counselors.

### The Indiana School Counseling Competencies for Students

[The Indiana School Counseling Competencies for Students](#) (Indiana Department of Education, 2018) cover three areas – Academic, Career, and Student Well-being (formerly Citizenship) Development. This document contains developmentally-appropriate concepts for each grade level and should serve as a foundation for what students should know and be able to demonstrate by the end of each of the designated grade level strands.

### ASCA Mindsets and Behaviors

The [ASCA Mindsets and Behaviors for Student Success](#) describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and life-readiness. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts (American School Counselor Association, 2019).



## **ASCA School Counselor Professional Standards & Competencies**

The [ASCA School Counselor Professional Standards & Competencies](#) outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain, and enhance a school counseling program addressing academic achievement, career planning, and social/emotional well-being (American School Counselor Association, 2019).

## **ASCA Ethical Standards for School Counselors**

The [ASCA Ethical Standards for School Counselors](#) were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values, and beliefs. ("ASCA Ethical Standards for School Counselors")

## **Chapter 3-Management**

To effectively deliver a comprehensive school counseling program, school counselors must use tools and assessments that help efficiently manage their program. These tools are designed to help guide and structure the school counseling program to ensure student needs and outcomes are met to their full potential. The Indiana Comprehensive School Counseling Program will include the following tools for program planning:

### **Vision and Mission Statements**

- Vision Statement-
  - The vision statement communicates what the school's counselors hope to see for students five to fifteen years in the future. It should be in alignment with the school and corporation vision statements (if available).
- Mission Statement-
  - A mission statement provides the focus and direction to reach your counseling program's vision. It ensures all students benefit from a school counseling program emphasizing access, success, and long-term results.

### **Data Assessments**

School counseling programs should be data driven. This means the school counseling program's



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goals should be driven by a thorough review of the students' needs. This should be reviewed annually to understand trends that might occur over the years. A data review should be collected to examine student achievement, attendance, and discipline.

There are three main types of data that help a school counselor to know how the school counseling program is effectively managed, delivered, and assessed.

**Participation Data-** This answers the question “who,” how many students participated, how often, and for what length of time?

*Example: Ten 6th grade students participated in a small study skills group for 35 minutes each session.*

**Mindsets and Behaviors Data-** This answers the question “what,” what did students learn when participating in this school counseling activity?

*Example: 43% of 9th grade students feel that they can persevere to achieve long- and short-term goals.*

**Outcome Data-** This answers the question of “why,” what was the impact of the school counseling services on student achievement, attendance, and discipline?

*Example: 95% of third grade students passed the IREAD-3 assessment.*

Below are specific tools that can be used to look at data.

- [School Counseling Program Assessment](#)
- Students Needs Assessment
  - A needs assessment is a survey completed by students, parents, teachers, and/or administrators that offers a data-informed direction for a comprehensive school counseling program
- School Data Summary
  - Understand your school's data story by reviewing the school improvement plan, school data reports, and other data resources



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## USING STUDENT DATA TO DRIVE PROGRAM GOALS

**Using this new model, programs will set student outcome goals with a focus on Indiana GPS indicators:**

**Example:** Student **Attendance** Outcome Goal: Reduce the number of 5th grade students with 10 or more visits to the nurse's clinic in the first semester



### Possible Interventions and Strategies:

- 5th grade classroom lessons on understanding stress and stress reduction strategies
- Small group with targeted 5th grade students addressing anxiety

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## Student Outcome Goals

Annual student outcome goals are statements that identify the measurable impact the school counseling program will have on students in the areas of student achievement, attendance, or discipline. Indiana Comprehensive School counseling programs will set three goals for their program, one that addresses academics, one that addresses student well-being, and one that addresses college and career readiness. Annual student outcomes goals must be SMART goals that are based on current school data and are encouraged to be aligned to the school improvement plan and Indiana Graduates Prepared to Succeed.

[How to Develop a School Counseling Program Goal](#) (Adapted from ASCA National Model Implementation Guide, 2019).

## Action Plans

School counselors create and implement counseling lessons aligned to Indiana School Counseling Standards and ASCA Mindsets and Behaviors in classroom, small group, and large group settings. School counseling action plans should be aligned to school improvement plans, student outcome goals, and school and district level data.

- [Classroom and Group Mindsets and Behaviors Action Plan Templates](#)



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- This action plan is used to identify the ASCA Mindsets and Behaviors that are included in the program's classroom and group activities.
- [Closing the Gap Action Plan/ Results Report](#)
  - Closing the gap activities are determined by the student needs identified in the data collection process. This plan establishes interventions that can be used to help close the achievement gaps identified.

## Lesson Plans

School counselors take time to prepare lesson plans and successfully deliver lessons that align with the goals of the school counseling program. [Lesson Plan Template](#)

## Annual Administrative Conference

The annual administrative conference is an opportunity for the school administration and the school counselor to work together to build awareness of the program goals of the comprehensive school counseling program.

- [Bronze Star: Administrative Conference Form](#)
- [Silver/Gold Star: Administrative Conference Form](#)

The Indiana Comprehensive School Counseling Model encourages school counselors to create a working relationship with their administrative team built on respect and trust.

School counselors should:

- Advocate to have a school counselor as an integral part of the leadership team, not a separate department or entity.
- Set aside a weekly or bi-weekly formal meeting time with your administrator to discuss areas of growth and concern.
- Work together by having an [Annual Administrative Conference](#) to go over the goals of your School Counseling Program.
- Share an end of year document summarizing all of the school counseling services provided yearly by your department.
  - [Sample End of Year Example #1](#)
  - [Sample End of Year Example #2](#)
  - [Sample End of Year Example #3](#)





## **Chapter 4- Delivery**

This component of a comprehensive school counseling program defines how the school counselors will provide activities and services to their students.

### **School Counselor Use of Time**

The Indiana Comprehensive School Counseling Model along with ASCA recommends that school counselors spend at least 80% of their time in direct and indirect services to students. School counselors should spend the other 20% of their time doing fair-share responsibilities, which are things that are needed to keep the school running.

- Direct services are in-person interactions between school counselors and students and include the following:
  - Instruction- Classroom/grade-level instruction, school tours, career lessons, student wellness activities
  - Appraisal and Advisement- Analyze student interests, skills, and abilities, and then advise students on their future pathways.
  - Counseling- Support given to individual students or small groups pertaining to transition, stress, crisis response, and prevention. It is typically short-term and uses specific school counseling techniques.
- Indirect Services are services provided on behalf of students as a result of the school counselor's collaboration with others, such as parents, teachers, administrators, and/or community stakeholders, and include the following:
  - Collaboration- Teaming, committees, parent workshops, community partnerships, crisis response
  - Consultation- Providing information or recommendations to others who can also support the student's needs. School counselors can provide or receive consultation.
  - Referrals- This occurs when the students' needs are outside the scope or training of the school counselor role.

The following tools can help counselors track their use of time and advocate to support reduction in some of the non-counseling duties that limit the capacity of the school counselor to perform other student services that improve outcomes for students in achievement, well-being, and college





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career readiness.

- Use of Time Calculator
  - Counselors can use a variety of ways to track their time, including the use-of-time calculator provided in the Inspire Success online platform.
- Duties and responsibilities that align with the goals of the counseling program
  - These can be found on pages 6 & 7 of this document and on the [ASCA website](#).
- Annual School Counseling Calendar
  - The [annual calendar](#) is used to plan and communicate the program's activities for the entire school year. This also helps to promote and increase visibility of the school counseling program.

## Chapter 5- Assess

In order to support students in achieving their best results, school counselors must continually assess their programs to determine if they are effective. Assessment results should charge counselors to consider if improvements are necessary and to demonstrate how students are directly impacted by school counseling programs. Some common questions promoted by the ASCA National Model that counselors should consider when reviewing data are:

- Who was involved in each activity through instruction, appraisal, advising, and counseling?
- What ASCA Mindsets & Behaviors were included in lesson plans and did students achieve mastery?
- How was students' attendance, achievement, or discipline impacted by the school counseling program?

In answering these questions, school counselors can reevaluate effectiveness or advocate for their programs by demonstrating their program's positive impact on student achievement.

## Program Assessment

To be delivered effectively, school counseling programs must be efficiently and effectively managed. In Module 1 of the Carrying the Torch to Student Success platform, you will complete a [School Counseling Program Assessment](#) that will support school counselors in reviewing their current program, assess student impact, and help move toward the design and delivery of a comprehensive school counseling program.



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School Counseling Program Assessment involves thinking through each area of your program including:

- Use of Data
- Use of Time
- Creation and implementation of an advisory council
- Action Plans - including classroom and group lesson plans
- Annual and Weekly Calendars

## Annual Results Reports

Annual results reports are utilized to determine a school counseling programs' effectiveness and to drive decisions concerning the need for program improvement. The Carrying the Torch to Student Success Comprehensive School Counseling model will utilize two types of annual reports:

- [Classroom and Group Mindsets & Behaviors results reports](#)
- [Closing-the-Gap results reports](#)

## Analysis of Classroom and Group Mindsets and Behaviors Results Reports

The Classroom and Group Mindsets and Behaviors Results report helps school counselors to organize and determine if classroom and group activities are effective. As noted in the ASCA National Model, the following questions can be used to review results and can be noted in the Implications section of the report:

- Did the Mindsets & Behaviors match the lesson topic?
- Were the length and number of lessons effective in supporting student achievement of skills?
- Were the lessons successful in supporting positive behavior change in areas of achievement, attendance, and or discipline outcomes?

The same form can be utilized for small-group results reports and can also be noted in the implications section of the report. The following questions could be helpful when evaluating small-group results:

- How were small-group topics formed from reviewing your data?
- How were small-group members selected from your data?
- Did your group lesson materials come from evidenced-based programs?
- Did your group materials or content correlate with the selected Mindsets & Behaviors?
- How did the session topic align with your desired outcomes in achievement, attendance,



and or discipline data?

## **Analysis of the Closing-the-Gap Action Plan/Results Reports**

The Closing-the Gap Action Plan/Result report should be utilized to organize interventions and share results from activities targeted at closing the gap between desired outcomes and student achievement. The results from this report should charge school counselors to change future practices as necessary to improve effectiveness of their programming. Some questions to consider from the ASCA National Model when reviewing the Closing-the-Gap Results Report include:

- In identifying gaps, what data was utilized?
- Did data inform the use of evidenced-based practices?
- Did activities involve the use of multiple stakeholders and may that affect the desired outcome?
- Did the lesson content/activities align with the selected Mindsets & Behaviors?
- How did the session activities and interventions align with your desired outcomes in achievement, attendance, and or discipline data?

## **Program Evaluation and Reflection**

The conclusion of the Carrying the Torch to Student Success Gold Star process will include a formal program evaluation and reflection. The evaluation should include details about how your program has been implemented with specific focus on the following areas of systemic changes: leadership, advocacy, collaboration, overall systemic changes, and a final reflection/evaluation that includes changes and updates that your school will experience based on your comprehensive school counseling program.



## Chapter 6- Counselor Self-Care

As referenced in the ASCA Ethical Boundaries for School Counselors (Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022), all school counseling professionals are responsible in recognizing the potential for stress and secondary trauma.

Secondary trauma, also known professionally as compassion fatigue, can result when school counselors are continually exposed to traumatic events shared by their students, families, and in the community. Secondary trauma responses may include avoidance of the trauma, feelings of horror, guilt, rage, grief, detachment, or dread, and may possibly lead to burnout and countertransference (Simpson, L. R., & Starkey, D. S. 2006). Most importantly, if school counselors are not aware of these responses, it can impact their ability to effectively support individuals who have experienced trauma and may inadvertently lead to revictimization.

Another critical component of the ASCA Ethical Boundaries guidance is practicing wellness and self-care through monitoring mental, emotional, and physical health, and could include consultation from other professionals if needed. If counselors are aware that secondary trauma can cause distress, they are more likely to seek support or utilize coping strategies. This in turn will lead to less burn out and improve school counselor retention rates. Students and schools will benefit from having veteran staff and a continuum of care. The new Indiana Model for Comprehensive School Counseling supports the creation of a counselor [self-care plan](#), and includes focus on professional boundaries, personal renewal, professional development, and the need of a professional support system.

## Implementing The Indiana Comprehensive School Counseling Model

This section of the implementation guide will help you get started on the specific steps to implementing Carrying the Torch to Student Success and outline how you can earn the Bronze, Silver, or Gold Star Award for you individually or for your school or school district.

### Bronze Star

At the Bronze Star level, you will take one school year to create some foundational pieces for your comprehensive counseling program. Bronze level participants will review current practices and procedures, talk to administrators about creating a comprehensive program, program planning, and form a counseling program goal.



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## CARRYING THE TORCH TO STUDENT SUCCESS: BRONZE STAR



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## Silver Star

Silver Star participants will also create the foundational pieces found in the Bronze Star level and will also create School Counseling Program Vision and Mission Statements, analyze data to help develop programming, and form an advisory council. Silver level participants should be able to complete these requirements in one school year.

## CARRYING THE TORCH TO STUDENT SUCCESS: SILVER STAR



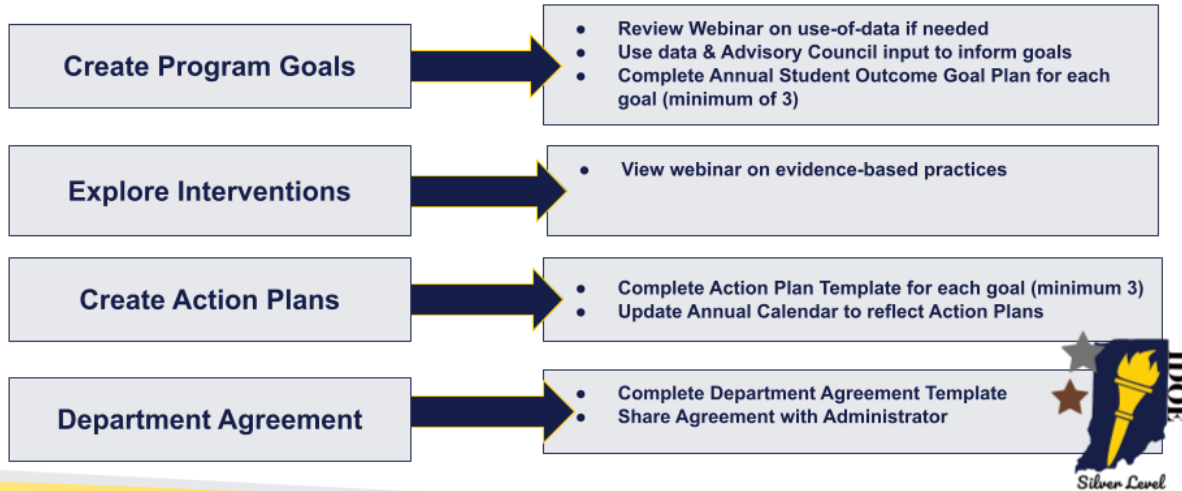
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## CARRYING THE TORCH TO STUDENT SUCCESS: SILVER STAR

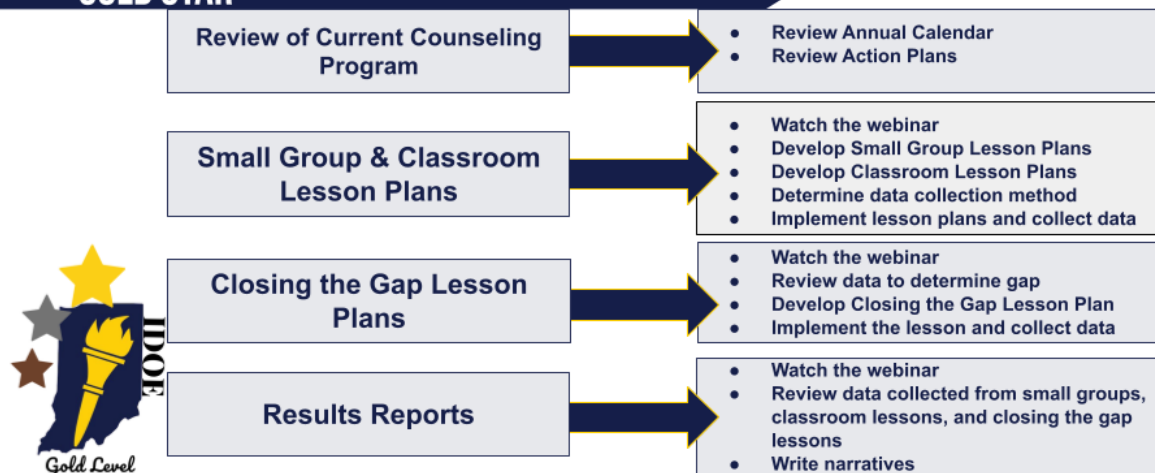


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## Gold Star

Those who choose to participate at the Gold Star level will complete all of the tasks of both the Bronze Star and Silver Star levels and will also create small-group and closing-the-gap lesson plans. Gold Star participants will use two school years to complete their tasks as well as analyze and provide results reports.

## CARRYING THE TORCH TO STUDENT SUCCESS: GOLD STAR

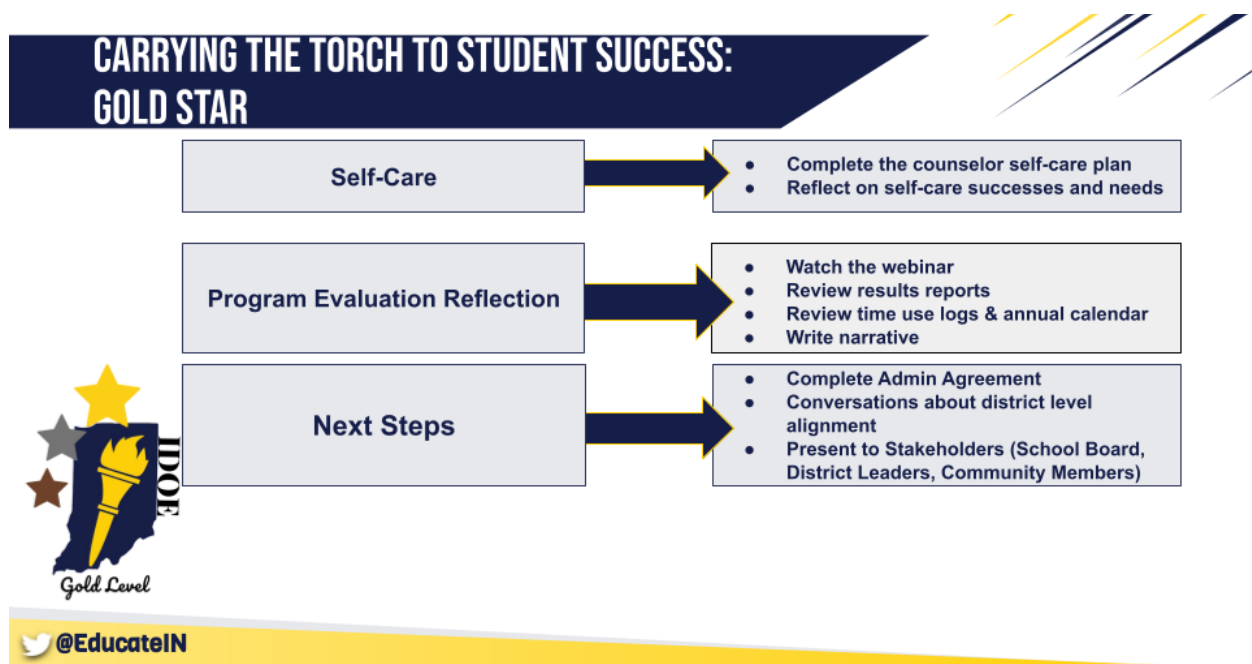


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*NOTE: IDOE & ISCA are working with ASCA towards reciprocity so that schools earning all three levels will also earn RAMP.*

## How to start the process

In order to begin the Carrying the Torch to Student Success process, please visit our [Online Learning Platform](#) managed by our technical partner, Inspire Success. Choose the level at which you would like to begin and select “Enroll.” Complete the demographic information, providing one contact person per participating building in your district. (You will have the opportunity to add users once your account has been set up). Upon completion, you will receive an email with verification and access to the online learning modules. These asynchronous modules include suggested timeframes, step-by-step guidance, and assigned tasks to be completed dependent on your level.

**Be sure to watch for upcoming professional development opportunities associated with this program.**





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