



Instructional Support Tools for Mandan Public Schools based on North Dakota State Standards and the American School Counseling Association.

Counseling (2013-14)

What is the purpose of this document?

This document is designed to help Mandan Public Schools (MPS) educators apply the North Dakota Counseling Standards. The most recent North Dakota standards were adopted in 2012 and are based on the American School Counseling Association Standards. The contents of this document have been aligned to these standards and are designed to guide MPS Counselors in their work with students, staff and outside agencies. It is intended to facilitate student learning by ensuring educators, students, and parents understand specifically what the content standards mean. This is expressed in terms of "I Can" statements which should reflect what it is the students must know, understand, and be able to do.

Additionally, this document is meant to provide information for counselors, staff and all other stakeholders as to a school counselor's ethical responsibilities as well as a calendar of duties for counselors at different grade levels.

What is in the document?

Each grade level is accompanied by a set of "I Can" statements that are organized by three counseling domains outlined in the North Dakota Counseling Standards. "I Can" statements are intended to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure that the description is helpful, specific, and comprehensive for educators. Some "I Can" statements cross multiple counseling domains.

Also, contained within are the ethical standards for school counselors based on North Dakota Century Code and a yearly calendars of additional duties for MPS counselors at the elementary, middle and high school level.

Ethical Standards and Privileged Communications

School counselors shall maintain and operate within the guidelines of the ethical standards specified by the code of ethics for North Dakota educators and the ethical standards prescribed by the American School Counselor Association. Within those guidelines, the counselors will seek to assist students by serving primarily as an asset to the child's parents or legal guardians.

The North Dakota Century Code, section 31-01-06.1 provides for the right of privileged communication between the counselor and counselee as follows.

31-01-06.1. Counselors shall be immune from disclosing information given by pupils. "For the purpose of counseling in a school system, any elementary or secondary school counselor possessing a valid North Dakota guidance credential from the department of public instruction, and who has been duly appointed a counselor for a school system by its proper authority, shall be legally immune from disclosing any privileged or confidential communication made to such counselor in a counseling interview. Such communication shall be disclosed when requested by the counselee."

The North Dakota Century Code, section 50-25.1-01, provides protection for the health and welfare of children. "School counselors will act as advocates for children and will report suspected cases of abuse or neglect as mandated by the statute. The following is an excerpt from the North Dakota Century Code that lists "Persons required and permitted to report - To whom reported."

50-25.1-03. Persons required and permitted to report - To whom reported. "Any physician, nurse, dentist, optometrist, medical examiner or coroner, or any other medical or mental health professional, religious practitioner of the healing arts, schoolteacher or administrator, school counselor, addiction counselor, social worker, day care center or any other child care worker, police or law enforcement officer, or member of the clergy having knowledge of or reasonable cause to suspect that a child is abused or neglected, or has died as a result of abuse or neglect, shall report the circumstances to the department if the knowledge or suspicion is derived from information received by that person in that person's official or professional capacity...."

Any person having reasonable cause to suspect that a child is abused or neglected, or has died as a result of abuse or neglect, may report such circumstances...to the department of Human Services."

"A person who has knowledge of or reasonable cause to suspect that a child is abused or neglected, based on images of sexual conduct by a child discovered on a workplace computer, shall report such circumstances...to the Department of Human Services."

ELEMENTARY COUNSELOR YEARLY CALENDER

August/September

Schedule classroom guidance for the year
Meet with new students
New student groups
Classroom guidance – counselor intro/school beliefs

October

Red Ribbon activities
NDSA – coordinate test administration
Test Taking Strategies 3-5
School Learning Readiness with primary grades
Classroom guidance - academic

November

Trust N Teens – referrals and contacts with mentors
Classroom guidance

December

Continue with Trust N Teens – visiting with mentors and students –
scheduling
Classroom guidance

January

Classroom guidance

February

NAEP (every other year)
Classroom guidance – personal/social

March

NDSA testing
Classroom guidance

April

Child Abuse Prevention Month activities
NDSA testing
Classroom guidance - career

May

Planning for the next year
Classroom guidance

All year activities

Individual Counseling
Group Counseling
Building and district committee member when requested

MIDDLE SCHOOL COUNSELOR YEARLY CALENDAR

August

Brave challenge kick-off day

September

Brave challenge week

New student meet-and-greets

Classroom guidance window: personal/social 6th, 7th, and 8th

October

Classroom guidance window: academic 6th and 7th grade

Red ribbon week

NDSA window opens

November

Classroom guidance window: career 8th grade

Interest inventory testing: 8th Grade

Trust 'n' Teens mentor program

December

Classroom guidance window: career 6th and 7th grade

Parent night: 8th grade for academic 4 year plans

January

Classroom guidance window: 8th grade academic

Four year planning individual meetings: 8th grade

February

Four year planning individual meetings: 8th grade

Registration for 6th and 7th grade

March

Registration for high school and Summer School: 8th grade

Four year planning individual meetings: 8th grade

NDSA testing

Classroom visits to the 5th grade

5th grade visits to the middle school/tours

April

NDSA testing

Wrap up of four year planning individual meetings: 8th grade

Dispersing and collecting of transition forms for grades 5-8

Collection of RTI folders from the 5th grades

May

Planning for next year

Wrap up of Trust' N' Teens Mentor Program

Continue any clean-up work for the end of the year

All Year Activities

Individual Counseling

Group Counseling

Building and District committee member when requested

Provide tours to new students throughout the year

HIGH SCHOOL COUNSELOR YEARLY CALENDAR

August

Register new students and re-Entering students
New student welcome Breakfast

September

Senior credit checks
Graduation application appointments

October

PSAT test
NDSA testing
Red Ribbon Week activities
National bullying prevention month activities

November

Parent/Teacher Conferences
ASVAB Test
Start Trust N Teens

December

Parent night – 8th grade four year planning
Registration booklet updated and printed
Work keys test
Dual credit meeting/registration for spring semester
ASVAB interpretation

January

Senior credit checks
Register new students and re-enters for second semester
Financial aid meeting
Update grade sheets for all students from semester one

February

Junior registration
Sophomore registration

March

NDSA testing
Freshmen registration
8th Grade registration
Test Gear presentation to juniors
Summer school registration
ACT registration and testing & make-up

April/May

NDSA testing
Diversity assembly
Dual credit meeting /registration for fall semester
Awards Day Luncheon
Wrap up of Trust N Teens
Graduation practice
Resolve scheduling conflicts

All Year Activities

See Senior in credit crisis/green slips
Individual Counseling
Group Counseling
Building and District committee member when requested
Registration of new students throughout the year
Career Management activities

Grade Level	Personal/Social Development	Academic Development	Career Development
K	I can tell how my body looks and sounds for active listening.		
K		I can tell why learning is important.	
K	I can name two comfortable/uncomfortable feelings.		
K	I can show three ways to calm myself when I have a strong unocmfortable feeling.		
K	I tell the reasons for rules.		
K	I can tell one way that I am same and different from others.		
K	I can use words to tell how I want to be treated.		
K	I can tell the difference between helpful and hurtful choices.		
K	I can name sharing and taking turns as ways to get along.		
K			I can name different jobs at home and school.
K	I can tell the difference between good/bad touching.		
1	I can show how my body looks and sounds when active listening.		
1		I can tell why learning is important.	
1	I can name five comfortable/uncomfortable feelings.		
1	I can show five ways to calm myself when I have a strong uncomforable feeling.		
1	I can tell the reasons for rules.		
1	I can tell ways that I look and feel different from others.		
1	I can use words to tell people how to treat me.		
1	I can tell the differnece between helpful and hurtful choices.		
1	I know how to say 'no' to unsafe choices.		
1	I can name sharing trading and taking turns as ways to play fair.		
1			I can name different jobs at home and school.
1	I can use words to tell my problem.		
1	I can tell the difference between good/bad touching.		
1	I can tell all feelings are okay, but being hurtful is not.		
1	I can tell that listening, using kind words, and helping are ways to show caring.		
1	I can say welcoming and kind words.		
1	I can show inviting behavior that can help change others feelings.		
2		I can tell why learning is important.	
2	I can name my upset feeling and use calming strategies so I can think and solve problems.		
2		I can identify my responsibilities.	
2	I can tell what others may be feeling using physical and verbal clues.		
2	I can identify the difference between reporting and tattling.		
2	I can name two behaviors that upset me.		
2			I can name different jobs at home, school and community
2	I can use words to decribe my feeling and name a helper.		
2			I can describe things that I like and am good at.
2	I can identify the difference between good/bad touching.		
2		I can name a goal that I am working towards.	
2	I can name a variety of feelings and tell the difference between comfortable and uncomfortable feelings.		

Grade Level	Personal/Social Development	Academic Development	Career Development
2	I can tell what happens to my body when I have a strong uncomfortable feeling.		
2	I can use words to let others know how to treat me.		
2		I can name three classroom distractions and how to ignore them.	
2	I can invite others to play.		
2	I can use my words to solve my problems.		
3		I can name ways to communicate with others.	
3			I can tell why learning is important.
3	I can identify how others impact my feelings.		
3	I can identify how I impact others' feelings.		
3	I can identify how to respond to others feelings.		
3	I can name my upset feeling and use calming strategies so my I can think and solve problems.		
3	I can identify bullying behaviors and name ways to deal with them.		
3		I can tell how to cooperate with others.	
3		I can use problem solving skills to be successful.	
3		I can ask for help when I can't fix my problem.	
3	I can make a choice that is right for me and for others.		
3	I can help others to belong.		
3	I can identify the difference between good/bad touching.		
3		I can name test-taking strategies.	
3		I can describe things that I like and am good at.	
3			I can name different jobs at home, school and community
4	I can explain non-verbal communication.		
4	I can tell ways to respond to others feelings, behaviors and actions.		
4	I can use calming strategies so my I can think and solve problems.		
4		I can identify my responsibilities as a student.	
4	I can define empathy.		
4	I can name strategies to deal with bullying behaviors.		
4		I can tell how cooperation can help me be a successful student.	
4		I can name the outcomes of my choices.	
4		I can ask for help when I can't fix my problem.	
4			I can describe things that I like and am good at.
4	I can identify the difference between good/bad touching.		
4		I can name test-taking strategies.	
4			I can identify how responsibilities at home and school will affect my career success.
4		I can set a short term goal and a long term goal.	
4	I can tell the difference between assertive, passive, and aggressive words and actions.		
5			I can identify that learning is a life long process.
5	I can use calming strategies so I can think and solve problems.		
5		I can identify my responsibilities in school, home, and community.	
5		I can write long and short term goals.	

Grade Level	Personal/Social Development	Academic Development	Career Development
5	I can define empathy.		
5	I can identify similarities and differences in how people feel.		
5		I can identify what causes stress in my life and how to manage it.	
5		I can name the positive and negative outcomes of my choices.	
5			I can name different jobs at home, school and community.
5		I can use a problem-solving model.	
5	I can make healthy choices for myself.		
5			I can recognize how my personal interest and abilities relate to possible career choices.
5	I can identify the difference between good/bad touching.		
5		I can explain test-taking strategies.	
5			I can identify how responsibilities at home and school will affect my career success.
5		I can tell what can be learned from a mistake.	
5	I can tell the difference between respectful/disrespectful ways to disagree.		
5	I can identify in which I might need to calm down.		
5	I can tell the difference between assertive, passive, and aggressive words and actions.		
5	I can explain non-verbal communication.		
MS		I can identify attitudes and behaviors that lead to my academic success	
MS	I can apply time-management skills and use effective communication skills to ask for help when needed.		
MS	I can take responsibility for my personal success, in and out of school.		
MS		I can demonstrate the skills I need for academic success.	
MS	I can set reasonable and achievable personal goals for academic success.		
MS		I can demonstrate career awareness in relation to my own personal interests and skills.	
MS			I can recognize the importance employability skills.
MS			I can demonstrate knowledge of the career planning process.
MS			I can identify my current career objectives.
MS		I can identify the relationship between educational achievement and career success.	
MS		I can apply skills to achieve my career goals.	
MS	I can identify self-knowledge.		
MS	I can demonstrate understanding of interpersonal skills.		
MS		I can apply self-knowledge to my decision-making, problem-solving, and goal-setting processes.	
MS	I can demonstrate knowledge of personal safety skills.		
HS		I can advocate for myself when I need help for my academic success.	
HS		I can achieve school success by understanding what school resources are available to me.	
HS		I can identify post-secondary options consistent with interests, achievements, aptitude and ability.	
HS	I can improve learning by seeking information & support from faculty, staff, family and peers.		
HS		I can understand how my academic success relates to my future work.	
HS		I can use my assessment results from the NWEA and ACT tests to help me with my educational planning.	
HS	I can seek co-curricular and community experiences to enhance my school experience and make the transition from student to community member.		
HS		I can elect to take courses that help me develop my personal abilities, skills, interests and motivations.	
HS		I can understand the relationship between a positive attitude toward work and learning.	

Grade Level	Personal/Social Development	Academic Development	Career Development
HS			I can use the internet to access career planning and/or post-secondary information.
HS	I can access and modify my educational 4-yr. plan to support my future career.		
HS	I can access individuals within the school and community as resources.		
HS	I can access individuals within the school and community to assist in acquiring self-knowledge.		
HS	I can access individuals within the school and community to understand safety and survival skills.		

References

ASCA National Standards for School Counselors. (2012). Retrieved September, 2013, from <http://www.schoolcounselor.org/>

North Dakota School Counseling Standards for Students. (2012). Retrieved September, 2013, from <http://www.dpi.state.nd.us/standard/index.shtm>

North Dakota Century Code. (2013). Retrieved March, 2014, from <http://www.legis.nd.gov/general-information/north-dakota-century-code>