

The Kansas School Counselor Association Position Statements

Kansas School Counselor Association Position 1

The Kansas Comprehensive School Counseling Program

The Kansas School Counselor Association (KSCA) endorses the Kansas Comprehensive School Counseling Program (KSDE, 2009) and encourages and supports delivery in every school attendance center Pre-K-12. This program is comprehensive in scope, preventative in design, developmental in nature, and follows a national model developed by the American School Counselor Association in 2003. The Kansas Comprehensive School Counseling Program provides a systematic and planned delivery for ALL students to enhance the learning process addressing academic, personal/social, and career domains of development for every student, at every level K-12. It is supported by appropriate resources and implemented by credentialed professional school counselors. Professional school counselors focus their skills, time, and energy on direct service to students and families, and make a difference for students through advocacy, leadership, collaboration, and promotion of systemic change. The framework of the program consists of a foundation, a delivery system, a management system, and an accountability system. The delivery system includes four components: 1) a counseling curriculum (see Kansas Curricular Standards for School Counseling, 2006, KS Bd. of Ed.), 2) individual student planning, 3) responsive services, and 4) system support.

To achieve maximum program effectiveness KSCA joins the American School Counselor Association and the American Counseling Association in recommending:

- 1. Every student in a school needs to be assigned to a professional school counselor,*
- 2. The number of professional school counselors-to-students should be at a ratio of 1:250 or fewer students per school counselor, and*
- 3. Professional school counselors should be spending 100 percent of their time delivering the various components of the program (80 percent of their time delivering direct services to students).*

In Kansas, professional school counselors:

- Deliver to ALL students a counseling curriculum based on Kansas curricular standards that develop knowledge, attitudes, and skills promoting healthy development, decreasing risk behaviors, and increasing resiliency.
- Deliver the Individual Student Planning component (coordinate and facilitate group and individual activities that guide and assist each student/parent to make decisions, set personal goals, and develop future plans; involves the processes of planning, monitoring, and managing their own learning, academic and career advising, course/program planning, interpreting interests or testing results, exploring and selecting among post-secondary options, assistance in college or career admissions/financial aid processes, making transitions from school to school, school to post-secondary education, and school to work).
- Deliver the Responsive Services component (short-term individual or small group counseling, crisis intervention, crisis response, consultation, information, peer support, referral internally or referral externally in the community to meet immediate needs/concerns interfering with student success).
- Deliver a System Support component (manage programs: coordinate, monitor, evaluate, enhance program structure/functions/outcomes; analyze/use data; consult, collaborate, partner with staff, parents, systems, advisory, and building/district committees; advocate, collaborate, and facilitate efforts for systemic changes; conduct school counseling program audits that guide future action and improve future results for all students). The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

(*Adapted from ASCA Position *The Professional School Counselor and Comprehensive School Counseling Programs*, 1988; 2005 revision)

Kansas School Counselor Association Position 2

Kansas Curricular Standards for School Counseling

The Kansas School Counselor Association (KSCA) endorses the Kansas Curricular Standards for School Counseling (2006, KS Bd. of Education) as the expected developmental outcomes for all students as a result of working with a professional school counselor within a comprehensive school counseling program. The standards and associated benchmarks with indicators implement National Standards* (ASCA, 1997).

Kansas Standards Personal-Social Domain

- 1) The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. (Acquire and use self-knowledge & interpersonal skills)

- 2) The student will make decisions, set goals, and take necessary action to achieve goals. (Acquire and use self-knowledge, skills to make decisions set goals)
- 3) The student will understand personal safety skills. (Acquire personal safety skills)

Kansas Standards Academic Domain

- 1) The student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. (Demonstrate positive academic self-concept; achieve school success)
- 2) The student will complete school with the academic preparation to choose from postsecondary options. (Plan to achieve goals)
- 3) The student will understand the relationship of academics to the world of work and to life. (Relate school to life experience)

Kansas Standards Career Domain

- 1) The student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (Develop career awareness; develop employment readiness)
- 2) The student will employ strategies to achieve future career goals with success and satisfaction. (Acquire career information; identify career goals)
- 3) The student will understand the relationship between personal qualities, education, training, and the world of work. (Acquire knowledge & apply skills to achieve career goals)

**Note the original ASCA National Standards were endorsed by the National Association of Secondary School Principals, National Association of Elementary School Principals, the National PTA, the College Board, American College Testing (ACT), National Assoc. of College Admissions Counselors (NACAC), and National Alliance of Business (NAB).*

Kansas School Counselor Association Position 3

The Professional School Counselor

The Kansas School Counselor Association (KSCA) believes that reflecting a clear, accurate, and consistent professional identity for school counselors in all Kansas schools is essential in meeting the needs of our students in the 21st century. *KSCA encourages the consistent usage of the titles Professional School Counselor or School Counselor (per KSDE license endorsement) by school counselors, school administrators and boards of education throughout the state. We respectfully encourage fellow professionals, school administration, and boards of education to update internal and public references of position titles to provide this consistency.*

Rationale:

- In the history of school counseling, "*guidance counselors*" frequently assumed or were assigned to complete time-intensive administrative or administrative support duties, that bore at best only a slight connection with their professional preparation and skill-set. Completing the tasks associated with these functions limited the ability to deliver counseling services to students and the counselor could be perceived as more of an assistant administrator or administrative support assistant than counseling professional. This perception does not accurately reflect the maturity of the counseling profession since that time or the expectations for school counselors in the 21st Century. KSCA shares a national concern that continued usage of "*guidance counselor*" serves to reinforce outdated perceptions and perpetuates counselor completion of time-intensive administratively related tasks and functions.
- For more than a decade the American School Counselor Association (ASCA) has consistently utilized *Professional School Counselor* as the title which most accurately communicates the contemporary identity, preparation, role, and performance standards expected of school counselors. The contemporary school counselor is expected to spend 100% of their time delivering a comprehensive program of curriculum and services to all students (KS BOE, 2006; KSDE 2009) necessitating replacement of any administrative or administrative support tasks assumed by the counselor with tasks that facilitate delivery of the comprehensive program and services.
- Context: All fifty (50) states now have statutes recognizing professional counseling as a distinct mental health profession with specific practitioner levels licensed for independent mental health practice. In Kansas, Professional Counselors, Psychologists, Social Workers, and Marriage and Family Therapists are all licensed by the same Behavioral Sciences Regulatory Board; clinical levels across each of these professions have independent practice authority to diagnose and treat mental health disorders. Voluntary national board certified status within the counseling profession has been available since the early 1980's (NCC); a school counseling specialty was added (NCSC); and since 2003 in education (NBPTS). Preparation standards for school counselors have increased, with many preparation programs nationally working to meet the standards approved by a counseling accreditation agency (CACREP). In 2012, preparation in Kansas of professional school counselors involves completing a minimum 45-48 hour school counseling Master's Degree program. It is important to note that only about 15 hours of

specific coursework and internship hours separate today's school counselor from those who are licensed as independent counseling practitioners. Preparation of school counselors is similar to but also differs from the programs of other mental health professionals. Differences from other fields include a) a school counseling focus on promoting healthy development, prevention, and early intervention; b) educator training to facilitate age-appropriate development of all students, identify/meet student needs, and personalize school learning experiences; c) the professional school counselor's unique role providing counseling, instruction, activities, and services across personal-social, academic, career developmental domains; and d) adapting clinical therapeutic skills for use with students in the non-clinical school setting to coincide with the educational mission of schools.

Kansas School Counselor Association Position 4

Key Roles Supporting the Comprehensive School Counseling Program

Professional school counselors play an essential role in the academic, career and personal/social development of all students. Teachers are the front line of guiding students on a day-to-day basis and are often the first ones to identify student issues and needs that are not being met. Administrative understanding and support is essential to program success. In addition, classified support staff and trained students provide key support and delivery roles within a comprehensive school counseling program.

Support Staff and Registrars. *The Kansas School Counselor Association (KSCA) endorses and promotes the use of administrative support staff as a means to increase the efficiency and effectiveness of the program and the counselor.* Support staff can provide invaluable assistance that permits time for the professional school counselor to coordinate and deliver the services and program that require their unique training and skill-set. Professional school counselors should be involved in the selection, training, and ongoing supervision of any counseling related support staff. Some duties may require additional training. Support staff should maintain the highest level of confidentiality of student information. Care must be taken to ensure they do not involve themselves in situations that are more appropriately handled by the professional school counselor. Some examples of appropriate functions for administrative support staff include: a) collect and maintain current student files, keep other records, collect and enter data, b) word-process materials and correspondence associated with the program, c) reproduce materials needed for the professional school counselor in group or individual conferences, d) coordinate resources and counseling materials, e) welcome visitors and schedule the professional school counselor's meetings and programs, f) assist in the dissemination of routine basic information to stakeholders, g) assist students in the completion of various forms and applications.

Peer Helpers. *The Kansas School Counselor Association (KSCA) endorses and promotes the inclusion of peer helping within the comprehensive school counseling program.* Peer helping is an invaluable part of a comprehensive program and involves a variety of interpersonal helping behaviors assumed by students that expands the services of the school counseling program and serves an outreach function. Well-trained peer helpers can have a positive, supportive effect upon students that no one else can provide. Students should be selected and trained by professional school counselors in the areas of communication, helping, and leadership skills through a carefully planned program. Through proper selection, training, and supervision, peer helping can be a positive influence within the school and community, facilitating such activities as one-to-one helping relationships, group leadership, discussion leadership, tutoring, and other activities of an interpersonal helping nature. Under the supervision of professional school counselors, properly trained peer helpers provide a variety of useful and helpful services for schools. Examples include Hospitality: Welcoming and guiding new students and their parents around the school; Group settings: Serving as group leaders, group counseling assistants, teachers of helping skills to other students, communication skills trainers or peer helper trainers; One-to-one assistance: Talking with students about personal or school problems, identifying community resources, or providing information about the school's counseling program; Educational functions: Tutoring in academic areas, serving as readers for nonreaders, or assisting special education consultants in working with learning and behaviorally disabled students. Outreach: Helping increase the services of the school counseling programs, serving as listeners or as a resource for reducing crisis situations by alerting professional school counselors to problems of a serious nature. Students can often relate to and accept ideas for alternative patterns of behavior from peers who are struggling with similar feelings and problems.

(Adapted from ASCA Position: *The Professional Counselor and Use of Support Staff in School Counseling Programs*"1974; 2008 revision; *The Professional School Counselor and Peer Helping*, 1978; 2008 revision)

Kansas School Counselor Association Position 5

Other Service Providers Interacting Within the School Counseling Program Scope

By preparation and credentials professional school counselors bring a unique and essential perspective and skill set to the academic, career, and personal/social development of students unlike that provided by any other position or role within the school or within the community. The Kansas School Counselor Association (KSCA) recognizes that student needs can best be met through a continuum of services through cooperative and collaborative efforts of professionals (school psychology, school nursing, and school social work) who work within their own sphere of training, licensure, and school role. In some cases non-school providers also interact within the school setting. However, cooperative professional relationships can exist only where the scope of practice, functional boundaries, and duties of each professional working with students is clearly defined and consistently followed. The services to be performed by other professionals should never be allowed to compete with, compromise, supplant, or be considered in lieu of services appropriate for delivery by a licensed professional school counselor as identified in the Kansas Comprehensive School Counseling Program (KSDE, 2009) and the Curricular Standards for School Counseling (KS BOE, 2006). These documents define and structure the role of the professional school counselor as delivering academic, career, and personal-social counseling and developmental services to all students. In following comprehensive program delivery models, job descriptions, and ethical standards, counseling concerns are initially assessed by the professional school counselor: 1) to determine the need for delivery of additional counseling services within the scope of the program; 2) to determine if a need exists beyond the scope of services available through the school counseling program, and; 3) determine an appropriate referral resource internally or outside the system in the community when needs exceed program scope or time available. Professional school counselors are following ethical standards when they initiate conversations with other professionals, administrators, teachers/staff, or local boards of education with respect to a) the role of the school counselor as identified by the profession, b) establishing clear guidelines and boundaries for scope of practice, and c) ensuring the protocol for referral to another professional is followed. Staff, parents, and students need to be informed of each professional's role and scope of practice limits as identified by their own profession. Professional school counselors must continue to advocate as needed if the work of others providing services to students is not being limited to the scope of that person's training and expertise or when protocol is not being followed.

Employment in Counseling Roles/Positions in Kansas Schools. KSDE license endorsements demonstrate that counseling positions within a school are to be filled with credentialed school counselors (either already licensed and endorsed as a school counselor or enrolled in a master's degree program in school counseling leading to state licensure and endorsement as a school counselor). KSCA also stands firm in the conviction that the professional preparation, perspective, and roles to be performed by those from other fields are not in any way interchangeable with the preparation, perspective, and role of the professional school counselor. As such they should not be considered for employment in a counseling position nor be hired to function in that role in lieu of the services of a credentialed school counselor. Further, ethical practice places a requirement on professionals in every field to function only within one's scope of training and expertise and thus to accept only those positions for which they are qualified. As such, professionals who have preparation only in another field are not qualified for employment in a counseling profession role or position without additional preparation in school counseling. (Adapted from ASCA Position *The Professional School Counselor and the Use of Non-School-Counseling-Credentialed Personnel*, 1994; 2006 revision)

Kansas School Counselor Association Position 6

Establishing and Achieving Academic and Career Goals through Student Planning

Students make and expand choices geared towards their unique abilities, interests, and goals through the delivery of academic and career planning. Because they are prepared to apply theories of career development, highly skilled in the processes of decision making, goal setting and planning, and are knowledgeable regarding national, state, and local requirements, programs, and trends, professional school counselors are crucial in guiding students' academic and career planning. Through the Kansas Comprehensive School Counseling Program professional school counselors:

- use individual planning sessions and small group and classroom instruction to deliver academic and career planning activities for all students to assist them in setting and attaining goals; deliver lessons and learning activities focused on decision-making, goal setting, interest inventories, career awareness, exploration and planning; college/post-secondary awareness, exploration and planning; choosing appropriate courses for post-secondary options. These are followed by small group and individual activities that help students integrate and apply these skills in making decisions and plans for their future.

- Collaborate with parents and teachers to assist students at key points of making academic and career planning decisions and in the development of personalized plans that address academic, career, and personal/social opportunities.
- Proactively assist students, parents, and staff in assessing student strengths and interests, encourage every student to select an appropriately rigorous and relevant program, and collaborate with administrators, teachers, staff, parents, and the community to ensure that all students have the opportunity to enroll in a rigorous and relevant academic and career program.

*(*Adapted from ASCA Position The Professional School Counselor and Academic and Career Planning, 1994, revised 2006)*

Kansas School Counselor Association Position 7

Integrating Leadership and Character for Life Success

The family, community, and the school share the responsibility for promoting the development of positive personal qualities such as honesty, integrity, trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Kansas School Counselor Association (KSCA) believes these traits affirm basic human worth and dignity, support healthy communities, and encourage students to become responsible, contributing members of society. Through the delivery of the Kansas Comprehensive School Counseling Program, professional school counselors help students acquire, integrate, and apply the knowledge, skills, and positive attitudes that will help them become successful in achieving academic, career, and personal/social life success.

In Kansas, professional school counselors:

- Actively promote the integration of positive character traits through program activities, teach skills in decision-making, conflict resolution, and problem solving, and help all students develop clear goals.
- Collaborate with teachers, administrators, families, and the school community to promote and model the behaviors desired in students.
- Encourage student participation in extracurricular activities and involvement in the development of school rules that improve school climate.
- Advocate using student recognition programs that are focused on student character, advocate for discipline policies that reinforce positive traits, and nurture the development of the appropriate knowledge, skills, and attitudes.

*(*Adapted from ASCA Position "The Professional School Counselor and Character Education, 1998, revised 2005)*

Kansas School Counselor Association Position 8

Preventing and Intervening in Student Mental Health Concerns

A students' mental health can either facilitate or become a significant barrier to academic, personal/social, and career development and may also compromise school safety. Through the implementation of the Kansas Comprehensive School Counseling Program, professional school counselors at all levels in Kansas make a significant, vital and indispensable contribution toward the mental health and wellness of all students. Professional school counselors are knowledgeable and skilled in working with students who are struggling with developmental or mental health issues, and work to meet the personal/social, academic, and career developmental needs of all students spanning the continuum of care. *The Kansas School Counselor Association (KSCA) believes professional school counselors are uniquely qualified to provide education, prevention, short-term counseling interventions adapted to the school setting, and referral services that promote positive mental health and remove barriers to student success.*

In Kansas, professional school counselors:

- Deliver the school counseling curriculum (KS BOE) to promote positive mental and behavioral health.
- Provide responsive services including short-term counseling or crisis intervention focused on mental health or situational concerns with the intent of identifying and removing barriers to learning and helping the student return to the classroom to receive instruction.
- Work within ethical standards and privacy laws to educate teachers, administrators, parents/guardians, and community stakeholders about the mental health concerns of students, including recognition of the role environmental and systemic factors have in causing or exacerbating mental health issues.
- Advocate and collaborate with school and community stakeholders to ensure that students and their families have access to mental health services beyond the scope of the program and through appropriate referral as may be needed.

*(*Adapted from ASCA Position, The Professional School Counselor and Student Mental Health, 2009)*

Preventing, Identifying, and Intervening in High Risk Situations and Behavior

High risk situations or behaviors often place student safety, healthy development, and academic success in jeopardy. These include contemplating suicide or self-harm, victims or perpetrators of bullying, harassment, intimidation, threatening or abusive relationships or events, trauma or physical violence, involvement in activities potentially harmful to self or others such as substance use, weapons, gangs, truancy, and attendance issues, academic under performance, or family and relationship issues. *The Kansas School Counselor Association (KSCA) believes that through the Kansas Comprehensive School Counseling Program (KSDE, 2009), professional school counselors are able to deliver a continuum of assistance and support services in addressing the needs of students experiencing these high risk concerns. In most schools the school counselor is the key player in preventing and intervening in these issues.*

In Kansas, professional school counselors:

- advocate for school policies, processes, and procedures that support a safe school environment; design, implement, facilitate, monitor, and evaluate school wide, at-risk prevention and intervention strategies; consult in defining risk behaviors and in designing and facilitating early identification assessment processes and procedures.
- Provide a preventive focus on healthy development for all students by collaborating and coordinating with teachers, administrators, and the community as may be appropriate to facilitate the delivery of counseling curriculum lessons (KSBOE, 2006). These lessons focus on strengthening personal and interpersonal skills in communication, decision-making, problem-solving and conflict-resolution, acceptance of differences, building respectful positive relationships, student awareness of personal safety issues, at-risk behaviors; resources to address issues of bullying, harassment and intimidation, stress, suicidal thoughts, etc. The development of these knowledge, attitude, and skill competencies generally lead to more healthy decisions, positive actions, resiliency in meeting life challenges, maximizing potential for reaching personal goals, and success in school.
- collaborate with staff, school-wide teams, parents, and community agencies to identify students in need of assistance; deliver a continuum of services including counseling, follow-up, crisis intervention, and referral as may be needed to intervene before students move through a continuum of high risk situations, problematic behaviors, or self-destructive actions.
- deliver responsive intervention and support services, including crisis intervention, short-term small group, or individual counseling for students to better understand the situations they experience, make decisions, create action plans, and apply knowledge and skills to meet challenges; provide conflict-resolution services and situational opportunities to assist students in resolving personal conflicts directly with their peers, teachers, parents/family members; provide proactive approaches to existing problems and high-risk or crisis situations. includes prevention services, training, intervention services, crisis response and follow-up, community involvement, peer mediation; work closely with students to help them make appropriate decisions, assist and support students in accepting responsibility for their own actions, stay in school or find alternative means of completing their education.
- Provide referral services to specialized support services and appropriate community agencies for the student and parents, additional specialized support services within the district, or to the appropriate community resources, agencies, or other professionals if the counselor determines that the student's problems are beyond the counselor's own professional expertise or scope of practice.
- Deliver staff development presentations to school and district staff and provide consultation and support to parents/guardians of students demonstrating at-risk behaviors.

(Adapted from ASCA Positions: The Professional School Counselor and Dropout Prevention/Students-At-Risk, revised 1999; Comprehensive Conflict-Resolution Programs, 2000; Student Assistance Programs, revised 2000; Prevention and Intervention of Behaviors That Place Students At Risk, 1989-90, revised 2004; Bullying, Harassment and Violence-Prevention Programs: Supporting Safe and Respectful Schools, 1994, revised 2005).

Kansas School Counselor Association Position 10

Responding to Traumatic Events in the School/Community

Traumatic events may have many profound short and long term negative emotional, social, cognitive, and physical effects on students. The immediate implementation of a crisis event response plan can significantly protect and ensure students' immediate safety and mitigate the long-term effects. *The Kansas School Counselor Association (KSCA) recognizes that professional school counselors are crucial members of district and school crisis event response teams related to the following emergency prevention/preparedness responses: direct student counseling services, student suicide/death prevention, intervention, and post-support of school crisis/critical incident responses (planning and implementation), intervention, crisis response, student safety advocacy, parent, faculty, and staff education programs, response team planning and drill practices.*

In Kansas, professional school counselors:

- Share leadership, expertise, and input into the development and implementation of a coordinated school community crisis response plan, and advocate and collaborate for students' and staff safety and well-being.
- Accept a primary role in recognizing, planning for, and facilitating a response that provides a continuum of emotional support for students, school staff and victims involved in the incident the emotional response to such crisis events.
- Advocate for the emotional needs of all persons affected by the crisis/critical incident including facilitating a network with other school and community resources for referral of victims of a crisis.
- Support and actively engage in crisis response situations by providing direct counseling service during and after the incident, screening students for inappropriate, unhealthy, or unsafe coping responses to current or past tragedies and making appropriate referrals.
- Help to coordinate debriefing after the response for students, staff, members of the school counseling department, and self-care for the school counselor and other mental health professionals directly involved in the response.

(Adapted from ASCA Position **The Professional School Counselor and Crisis/Critical Incident Response in the Schools*; 2000; revised 2007)

Kansas School Counselor Association Position 11

Performance Evaluation

The Kansas School Counselor Association (KSCA) believes that professional school counselors should be evaluated using criteria reflecting the current standards and competencies of the school counseling profession and tools specifically designed for use with professional school counselors. The evaluation should accurately reflect the unique professional training and practices of school counselors working within a comprehensive school counseling program. In implementing the Kansas Comprehensive School Counseling Program, the professional school counselor initiates annual development of a management agreement with administrators, consults with administrators regarding approved standards and competencies for professional school counselors and school counseling programs, and endorses the use of the School Counselor Performance Standards of the ASCA National Model and the ASCA School Counselor Competencies, collaborates with administrators to develop appropriate tools to use in the evaluation of the school counselor and the school counseling program.

(*Adapted from ASCA Position "*The Professional School Counselor and Annual Performance Evaluation*", 1978; 2009 revision)

Kansas School Counselor Association Position 12

Aligning with MTSS

The Kansas School Counselor Association (KSCA) recognizes professional school counselors are stakeholders in the development and implementation of the MTSS or other response to intervention approaches. Professional school counselors align with multi-tiered processes through the implementation of the Kansas Comprehensive School Counseling Program. (Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive; Tier 2: Supplemental/Strategic Interventions: Students at Some Risk; Tier 3: Intensive, Individual Interventions: Students at High Risk).

In Kansas, professional school counselors:

- Assist in the academic and behavioral development needs of all students by implementing the Kansas Comprehensive School Counseling Program, delivering counseling curriculum to address universal academic, career, and personal/social development needs.

- Collaborate regarding the design and implementation of multi-tiered processes within the school.
- Analyze academic and behavioral data to identify struggling students and students who are at-risk for not meeting academic and behavioral expectations.
- Collaborate in the design of research-based intervention strategies to be implemented by school staff to address student needs, and evaluate academic and behavioral progress following interventions. Assist in revising interventions, and/or referring to appropriate school and community services.
- Advocate and work collaboratively with other educators to remove systemic barriers for all students and implement intervention approaches that assist in student success.

(Adapted from ASCA Position "The Professional School Counselor and Response to Intervention", 2008)

Kansas School Counselor Association Position 13

Serving Students with Special Needs in Kansas Schools

State and federal law requires schools to provide an equitable education for all students. Students of color, English Language Learners, and students from families with low-income levels are disproportionately overrepresented among students receiving special education services; research indicates that inequity exists even when controlling for the effects of poverty. Bias and discrimination in our schools are additional factors that contribute to this inequitable situation. *The Kansas School Counselor Association joins the American School Counselor Association in defining appropriate roles.* Professional school counselors should:

- Take an active role in student achievement by implementing the Kansas Comprehensive School Counseling Program for all students, encouraging and supporting all students' academic, personal/social, and career development, delivering classroom lessons, individual and/or group counseling to students with special needs within the scope of the program, and working with students and staff in special education class settings and in the regular classroom.
- Within the scope of practice of the comprehensive school counseling program, contribute to the school's multidisciplinary team to identify students who may need to be assessed to determine special education eligibility and collaborate with related support professionals in the delivery of services.
- Help all students realize their potential and make adequate yearly progress regardless of challenges resulting from disabilities and other special needs.
- Advocate for students with special needs, consult, and collaborate with staff and parents to understand the special needs of a student and promote academic achievement for all.
- Provide assistance as appropriate in the development of academic and transition plans for students in the Individual Educational Program (IEP).

Professional school counselors should NOT be responsible for:

- making singular decisions regarding placement or retention of students;
- serving in any supervisory or administrative capacity related to the implementation of the Individuals with Disabilities Education Act (IDEA) including serving as the local school district representative (administrative designee) for the team writing the IEP;
- coordinating, writing, or supervising a specific plan under Section 504 of Public Law 93-112;
- coordinating, writing, or supervising the implementation of the IEP.

(Adapted from ASCA Position "The Professional School Counselor and Students with Special Needs", 1999; 2010 revision)