

**2021 SENATE HUMAN SERVICES**

**SB 2177**

# 2021 SENATE STANDING COMMITTEE MINUTES

## Human Services Committee Sakakawea Room, State Capitol

SB 2177  
1/18/2021

A BILL for an Act to amend and reenact section 43-12.3-06 of the North Dakota Century Code, relating to school counselors' eligibility for a student loan repayment program.

**Vice Chair K. Roers** opened the hearing on SB 2177 at 11:25. All members present; Senator Lee, Senator K. Roers, Senator O. Larsen, Senator Hogan, Senator Clemens, Senator Anderson.

### Discussion Topics:

- Expanding the role of school psychologists
- School counselor language change

**[11:25] Senator Judy Lee, District 13.** Introduced SB 2177.

**[11:28] Holly Johnson, Behavior Analyst, Minot, North Dakota.** Provided testimony #1061, #1062, #1063, & #1064 in opposition.

**Senator K. Roers** moves **DO NOT PASS**

**Senator Clemens** seconded

Senators	Vote
Senator Judy Lee	Y
Senator Kristin Roers	Y
Senator Howard C. Anderson, Jr.	Y
Senator David A. Clemens	Y
Senator Kathy Hogan	Y
Senator Oley Larsen	Y

The motion passed 6-0-0

**Senator Lee** will carry SB 2177.

**Senator O. Larsen** cast his vote later on during committee due to introducing a bill in another committee.

**Additional written testimony:** (1)

**Bobbie Will, Director, Primary Care Office, ND Department of Health.** Neutral testimony #1059.

**Madam Chair Lee** closed the hearing on SB 2177 at 11:30 a.m.

*Justin Velez, Committee Clerk*

**REPORT OF STANDING COMMITTEE**

**SB 2177: Human Services Committee (Sen. Lee, Chairman)** recommends **DO NOT PASS** (5 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2177 was placed on the Eleventh order on the calendar.



## LOAN REPAYMENT PROGRAM

### 2020 High Need and Emerging Occupations & Qualifying Programs List

The 2020 High-Need and Emerging Occupations List was compiled by ND Workforce Development Council and Job Service ND. The 2020 list will be used for eligibility determination for loan repayment from 7/1/2020 – 6/30/2022. Qualifying programs may be any degree from a ND college or university that relate to the high-need and emerging occupations. ND Career Builders is a public-private partnership and therefore, for each \$1 of state dollars awarded to a recipient, at least \$1 of private dollars must exist. Individuals interested in the loan repayment should review the program details at <https://ndus.edu/career-builders/>.

- Applicants must hold a qualifying certificate or degree from a ND institution (see Section 2).
- Applicants must be working in a qualifying occupation (see Section 1).
- Applicants must be hired into their current position as of 2019 or later.
- Employment and residence must be within North Dakota for consideration.
- Applicants must hold a balance on a qualifying, non-defaulted student loan.
- Applicants must have matching “private sector” dollars to be considered. The private-sector matching funds may be from an employer or other business entity.
- ***What steps should you take?***

Step 1: Check to see if applicant’s position is identified in **SECTION 1** (2020 High-Need and Emerging Occupations List.)

Step 2: Check to see if applicant holds a qualifying certificate or degree from **SECTION 2** (Qualifying Programs of Study).

Step 3: Employers, employees and/or potential new hires should discuss options for the private-sector matching dollars.

Step 4: Complete the ND Career Builders Loan Repayment Application located at <https://ndus.edu/career-builders/>

#### SECTION 1 - 2020 High-Need and Emerging Occupations List

(“\*” occupations that will be valid for ND Career Builder consideration only through 6/30/2021; “^” occupations added in 2020)

Accountant & Auditor Actuaries *Air Traffic Controller Aircraft Mechanics and Service Technicians Bus & Truck Mechanic *Cardiovascular Technologist & Technician Carpenter Child, Family, & School Social Worker Childcare Workers Clinical Data Managers Commercial Pilots ^Compensation and Benefits Manager Computer & Information Systems Manager Computer Network Support Specialist Computer Programmers Computer System Analyst Computer User Support Specialist Construction Building Inspectors Construction Manager *Crane and Tower Operators Database Administrators	Dental Hygienist Diagnostic Medical Sonographer Electrical Engineers ^Electrical and Electronic Engineering Technician Electrical Powerline Installer & Repairer Electrician Elementary & Middle School Teacher Environmental Scientist & Specialist Farm Equipment Mechanic & Service Technician Financial Analyst Financial Manager Firefighter Gas Plant Operator General & Operations Manager *Health Technologist & Technician Heating, Ventilation, Air Conditioning Technician Heavy & Tractor Trailer Truck Driver ^Human Resources Specialist Industrial Machinery Mechanic Information Security Analyst ^Intelligence Analysts	Licensed Practical Nurse Maintenance & Repair Worker Management Analyst Market Research Analyst & Marketing Specialist Marketing Manager Mechanical Engineer Medical & Clinical Lab Technologist/Technician Medical & Health Services Manager Mining & Geological Engineer Mobile Heavy Equipment Mechanic MRI Technologist Nurse Assistant *Occupational Therapy Assistant Operations Research Analyst Personal Financial Advisors Petroleum Engineer Petroleum Pump System Operator/Refinery Operator/Gaugers Physical Therapist Assistant Plumber, Pipefitter, & Steamfitter Police Patrol Officers *Power Distributor & Dispatcher	*Power Plant Operator Preschool Teachers, Except Special Education Radiologic Technologist Registered Nurse ^Sales Agent, Securities, Commodities & Financial ^Sales Engineer Sales Representative, Technical & Scientific Secondary School Teacher Social & Community Services Manager Software Developer (Applications) Software Developer (Systems) Software Quality Assurance Engineers and Testers ^Soil & Plant Scientist ^Special Education Teacher (K-12) Substance Abuse & Behavioral Disorder Counselor *Surgical Technologist ^Training and Development Specialist Transportation Engineers *Web Developer Welder Wind Turbine Technician
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SECTION 2 - 2020 Qualifying Programs of Study – Qualifying programs may be certificate or degree. Must be earned from a ND institution. List may not be all-inclusive.					
Accountancy	Business Management	Data Analytics & Data Analytics Technician	Floral Design and Greenhouse Technology	Licensed Practical Nurse Training	Practical Nursing
Accounting	Business Mgmt-Intelligence Specialization	Data Entry Specialist	French Education	Lineworker (Electrical)	Precision Agriculture
Accounting Technician	Business Marketing	Data Science	Geography Education	Management	Precision Machining Technology
Addiction Studies	Business Process Integration Mgt	Dental Assisting	Geological Engineering	Management (Entrepreneurship)	Pre-Engineering
Admin Assistant / General	Business Studies	Dental Hygiene	Geology	Management Information Systems	Process Plant Technology
Admin Assistant / Legal	Business Studies–Financial Plan/Wealth Mgt	Diagnostic Medical Sonography	Geographic Info Systems Tech	Managerial Finance and Accounting	Professional Driver Training – CDL
Administration	Business Studies-Industrial Management	Diesel Technology	German	Manufacturing Engineering	Psychology
Administration - Accounting Track	Career and Technical Education major	Digital Design	Graphic Design	Marketing	Public Health Education
Administrative Assistant	Caregiver Services	Early Childhood	Graphic Design and Communications	Marketing-Sales Mgt Specialization	Radiologic Science
Administrative Assistant / General	Carpentry	Early Childhood Education	Graphic Design Technology	Mathematics	Radiologic Technology
Administrative Assistant / Medical	Carpentry (Residential)	Early Childhood Education (non-public)	Health and Fitness Administration	Mathematics Education	Range Science
Administrative Assistant and Office Mgt	Caterpillar Dealer Service	Early Childhood Education and Teaching	Health and Fitness Management	Mechanical Engineering	Registered Nursing
Advertising and Marketing	Certified Nurse Assistant	Earth Science	Health Education	Mechanical Maintenance Technology	Rehabilitation and Human Services
Agricultural & Biosystems Engineering	Chemistry	Earth Science Education	Health Information	Mechanical Systems	Respiratory care
Agricultural Farm Business Mgt	Chemistry Education	Economics	Health Information Management	Medical Administrative Assistant	Robotics,Automation & Mechatronics Tech
Agricultural Sales and Service	Child Development Associate	Education (Elementary/Secondary)	Health Information Technician	Medical Assistant	Science
Agriculture	Choral Music Education	Education with Major in Special Ed	Health, Physical Education, & Recreation	Medical Billing and Coding	Secondary Education
Agriculture Business and Industry	Civil Engineering	Electric Power Technology	Health Science	Medical Coding	Shielded Metal Arc Welding
Agriculture Industry and Technology (Agronomy)	Clinical Lab Science	Electrical Engineering	Health Services	Medical Laboratory Science	Simulation Technology
Agriculture Management & Technology	Clinical/Medical Lab Technician	Electrical Technician	Heating, Ventilation and Air Conditioning	Medical Laboratory Technician	Simulator Maintenance Technician
Air Traffic Management	COC-Geographic Info Sys Tech	Electrical Technology	Heavy Duty Diesel Technician	Medical Transcription	Small Business Management
Allied Health	Commercial Aviation	Electrical Transmission System Technology	Heavy Duty Vehicle Systems	Metal Inert Gas Welding Process	Social Science
Application Software Specialist	Commercial Vehicle Operation	Electrician	Heavy Equipment Operator	Middle Level Education	Social Science Education
Applied Business Information Technology	Communications	Electronics Technology	History Education	Music Education	Social Work
Architectural Drafting and Estimating Technology	Communication Arts Education	Electronics/Telecomm Technology	Horticulture	Natural Resource Management	Software Application Development
Associate Degree Nurse	Communication Studies-HR Mgt	Elementary Education	HS Addiction Studies	Natural Science	Software Engineering
Auto and Diesel Master Technician	Communication Studies	Elementary Education w/Special Needs	HS Social Work	Network Administrator	Soil Science
Auto Body Repair and Refinishing Technology	Comm Studies-Journalism/Social Media	Eligibility Worker	Human Development & Family Science	Network Systems Administration	Spanish
Auto Technology-Electrical/Chassis	Community Health Worker	Emergency Management	Human Resources Management	New Media and Web Design	Spanish Education
Automotive Collision Technology	Composite Biology Education	Emergency Medical Services (EMS)	Human Resources - Organizational Leadership	Nuclear Power Technology	Special Education
Automotive Mechanics Technology/Techs	Composite Business Education	Emergency Response	Human and Social Services	Nursing; Nurse Assistant	Specialty Crop Production
Automotive Technology	Composite Chemistry Education	EMT Paramedic Technology	Human Services	Occupational Therapist Assistant	Sports and Leisure Management
Automotive Technology-Engine Performance/AC	Composite Music Education	Energy Economics and Finance	HVAC; HVAC/R Technology	Occupational Therapy	Surgical Technology
Aviation Management	Composite Science Education	Energy Management	Industrial Engineering & Management	Office Technology	Sustainable Agriculture & Food System
Aviation Studies	Composite Social Science Education	Energy Services and Renewable Technician	Industrial Management	Operations and Supply Chain Management	Teacher Education
Banking and Financial Economics	Composite Social Studies Education	English Education	Information Analytics	Paramedic (EMT) Technology	Technical Studies
Basic Heavy-Duty Vehicle Maintenance	Computer Engineering	Engineering	Information and Communications Technology	Paramedic Technology	Technology Education
Behavioral Health	Computer Information Systems	Engineering Technology	Information Assurance	Paraprofessional Education Early Childhood	Transportation Technician Technology
Biochemistry	Computer Information Technology	Enterprise Applications	Information Management-Accountant Tech	Patient Access Specialist	Truck/Bus/Commercial Vehicle Operator
Biochemistry and Molecular Biology	Computer Programming	Entrepreneurship	Information Management – Admin Assistant	Peace Officer	Unmanned Aircraft Systems (UAS)
Bioinformatics and Computational Biology	Computer Programming Certificate	Environmental Design	Information Processing Specialist	Petroleum Engineering	Urban Forestry Management
Biology	Computer Science	Environmental Engineering	Information Systems	Petroleum Production Technology	Visual Arts
Biological Sciences	Computer Science Basic Programming	Environmental Geoscience	Information Technology	Pharmacy Technician	Water and Wastewater Technology
Biological Education	Computer Support Specialist	Environmental Health	Information Technology-Computer Office Mgt	Phlebotomy Technician	Web Design
Biology / Professional Health	Computer Technology Management	Environmental Science	Information Technology - Computerized Office Mgt	Physical Education	Web Development
Biology Science Education	Concrete Technology	Environmental Studies	Information Technology - Web Design	Physical Therapy	Web Management
Biology Teacher Education	Construction Mgt & Technology	Environmental Technology-Lab& Field Tech	Information Technology - Webmaster	Physics Education	Web Page Development and Design
Bookkeeping	Construction Trades, Other	Environmental Technology-Nat Resource Mgt	Instrumentation and Control Technology	Plumbing	Welding
Botany	Crane and Tower Operators	Farm and Ranch Mgt (Agribusiness Mgt)	Instrumental Music Education	Plumbing Technician	Welding & Basic Machining
Building Construction Technology	Criminal Justice	Farm and Ranch Mgt (Farm/Ranch Mgt)	Interdisciplinary Health Studies	Police Management & Investigation	Welding Technology
Building Trades	Cyber Security	Finance	Investments	Political Science	Welding Technology/Welder
Business Administration	Cyberpsychology	Financial Planning	John Deere Ag Tech	Power Plant Technology	Wildlife and Fisheries Technology
Business Administration & Mgt, General	Cybersecurity & Computer Networks	Financial Planning & Wealth Management	Land Management	Powersports Technology	Wind Energy Technician
Business Economics	Cybersecurity & Information Technology	Fisheries & Wildlife Science	Land Surveying & Civil Engineering Tech	Practical Nurse	
Business Education		Fisheries & Wildlife Biology	Law Enforcement		
Business Fundamentals					

**Testimony**  
**Senate Bill 2177 – Relating to School Counselors’ Eligibility for a**  
**Student Loan Repayment Program**  
**Senate Human Services Committee**  
**Senator Judy Lee, Chairwoman**  
January 18, 2021

Chairwoman Lee and Members of the Senate Human Services Committee:

I am Holly Johnson, a Licensed Board Certified Behavior Analyst who resides in Minot, ND. I testified last week in support of SB 2125 relating to the addition of ‘Licensed Behavior Analysts’ to the Health Care Professional Student Loan Repayment Program, the very same program SB 2177 is attempting to make accessible to ‘School Counselors.’ While there is no doubt in my opinion of the importance and value of school counselors for students in their formative years of development, I will be providing opposition testimony as to why this profession does not fit into the intent of this program.

School counselors assist students in reaching their academic, career, and personal/social goals, as a part of a comprehensive school counseling program based on the model put forth by the American School Counselor Association (ASCA). On their website, the ND Department of Public Instruction (DPI) supports the implementation of a comprehensive school counseling program based on this ASCA Model. This Model guides school counselors in the development of school counseling programs that are delivered to all students systematically, includes a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success, and help close achievement and opportunity gaps.

Upon further investigation, the ASCA Personal/Social Development Crosswalk Tool provided in my handouts appears to be the most relevant

fit for addressing students' behavioral or mental health needs. In my other handout published by the ASCA titled, 'The Role of the School Counselor', you can see that appropriate duties can include providing short-term counseling. If school counselors are providing counseling but only on a short-term basis, they are assessing students and making referrals to other qualified experts or professionals, either outside the school district or within the school district, who provide appropriate services based on that student's long-term behavioral health needs.

The purpose of the Healthcare Professionals Student Loan Repayment Program is to provide relief from student loan burden to healthcare professionals providing full-time services directly to underserved populations. In my prior testimony last week, I spoke to the use of the program to entice and retain professionals. When analyzing school counselor workforce, it appears there are several options already made available to them that address a potential need for increased workforce. NDCC 15.1-06-19 outlines the Requirements for Counselor positions. Each school district must have available one full-time equivalent counselor for every 300 students grades 7-12. Additionally, one-third of this full-time requirement may be met by a career advisor. A career advisor is someone who holds a certificate in 'career development facilitation' under NDCC 15-20.1-24; and, NDCC 15.1-06-20 describes the use of this certification to provide career development activities, current career information, and related career exploration opportunities. Furthermore, there is an additional option for provisional approval as a career advisor under NDCC 15-20.1-25, which directly benefits a school counselor's ability to deliver services. This student loan repayment program is likely not a crucial incentive tool to recruit or retain school counselors in rural or underserved professional shortage areas.

In summary, please reconsider the suitability of adding school counselors as a recognized behavioral health profession under this Healthcare Professional Student Loan Repayment Program. It seems as if school counselors already have multiple options, specifically by supervising career advisors, to get the needs of all students met and to fill the demand of their workforce. School counselors, in my review, do not individually, nor specifically, address the needs of any one student's long-term behavioral health. Allowing eligibility in this program remain focused on disciplines who need to recruit and retain professionals to provide direct behavioral health services in underserved counties. While anyone with student loan debt would prefer to be eligible for programs such as this to help with the burden of that debt, this specific program just is not quite the right fit for a school counselor; and, they are already eligible as a profession for the ND Career Builders Loan Repayment Program. I thank you for your time and consideration of my testimony, and if I can be of assistance during deliberation, please contact me at [holly.johnson.bcba@outlook.com](mailto:holly.johnson.bcba@outlook.com). This concludes my testimony. I am happy to answer any questions.

Sincerely,

Holly Johnson, MS, BCBA, LBA

Board Certified Behavior Analyst #1-14-15198

ND Licensed Behavior Analyst #L15

All opinion expressed here is my own, and in no way represent the Department of Human Services, the Life Skills & Transition Center, or the Autism Spectrum Disorders Task Force, all of which I am actively involved with. This testimony has been provided on my personal time.

## ASCA PERSONAL/SOCIAL DEVELOPMENT CROSSWALK TOOL

This form is a tool which can be used to assist in planning your overall guidance curriculum.

Topic of the school guidance curriculum presentation			
Name of the specific lesson or curriculum, product or company			
<b>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</b>			
<b>STANDARD A: STUDENTS WILL ACQUIRE THE KNOWLEDGE, ATTITUDES, AND INTERPERSONAL SKILLS TO HELP THEM UNDERSTAND AND RESPECT SELF AND OTHERS.</b>			
<b>COMPETENCY A1 ACQUIRE SELF-KNOWLEDGE</b>			
PS:A1.1 develop positive attitudes toward self as a unique and worthy person			
PS:A1.2 identify values, attitudes and beliefs			
PS:A1.3 learn the goal-setting process			
PS:A1.4 understand change is a part of growth			
PS:A1.5 identify and express feelings			
PS:A1.6 distinguish between appropriate and inappropriate behavior			
PS:A1.7 recognize personal boundaries, rights, and privacy needs			
PS:A1.8 understand the need for self-control and how to practice it			
PS:A1.9 demonstrate cooperative behavior in groups			
PS:A1.10 identify personal strengths and assets			
PS:A1.11 identify and discuss changing personal and social roles			
PS:A1.12 identify and recognize changing family roles			

Topic of the school guidance curriculum presentation			
Name of the specific lesson or curriculum, product or company			
<b>COMPETENCY A2 ACQUIRE INTERPERSONAL SKILLS</b>			
PS:A2.1 recognize that everyone has rights and responsibilities			
PS:A2.2 respect alternative points of view			
PS:A2.3 recognize, accept, respect and appreciate individual differences			
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
PS:A2.5 recognize and respect differences in various family configurations			
PS:A2.6 use effective communications skills			
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
PS:A2.8 learn how to make and keep friends			
<b>STANDARD B: STUDENTS WILL MAKE DECISIONS, SET GOALS, AND TAKE NECESSARY ACTION TO ACHIEVE GOALS.</b>			
<b>COMPETENCY B1 SELF KNOWLEDGE APPLICATION</b>			
PS:B1.1 use a decision-making and problem-solving model			
PS:B1.2 understand consequences of decisions and choices			
PS:B1.3 identify alternative solutions to a problem			
PS:B1.4 develop effective coping skills for dealing with problems			
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions			
PS:B1.6 know how to apply conflict resolution skills			
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences			
PS:B1.8 know when peer pressure is influencing a decision			
PS:B1.9 identify long- and short-term goals			
PS:B1.10 identify alternative ways of achieving goals			
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
PS:B1.12 develop an action plan to set and achieve realistic goals			

Topic of the school guidance curriculum presentation			
Name of the specific lesson or curriculum, product or company			
<b>STANDARD C: STUDENTS WILL UNDERSTAND SAFETY AND SURVIVAL SKILLS.</b>			
<b>COMPETENCY C1 ACQUIRE PERSONAL SAFETY SKILLS</b>			
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)			
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual			
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact			
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy			
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help			
PS:C1.6 identify resource people in the school and community, and know how to seek their help			
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices			
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse			
PS:C1.9 learn how to cope with peer pressure			
PS:C1.10 learn techniques for managing stress and conflict			
PS:C1.11 learn coping skills for managing life events			

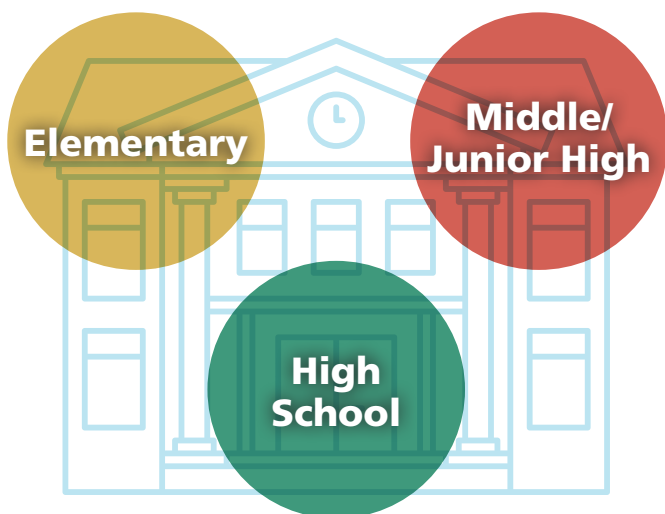


# The Role of the School Counselor

## Who are School Counselors?

**S**chool counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

### EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



### LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

#### ► School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

#### ► Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

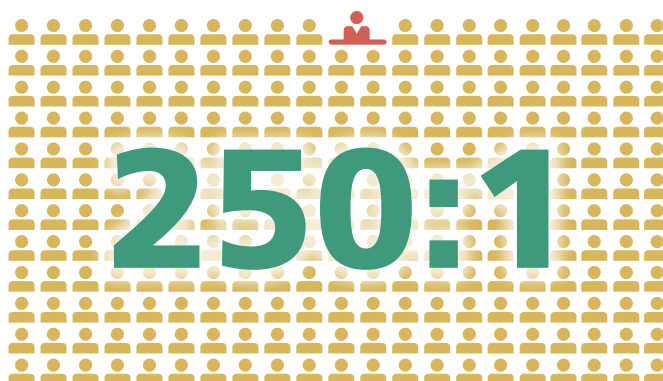


### SCHOOL COUNSELOR QUALIFICATIONS

- Hold, at minimum, a master's degree in school counseling
- Meet the state certification/licensure standards
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

### IDEAL CASELOAD

250 students per school counselor



For more information,  
resources please visit  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

# The School Counselor's Role

**S**chool counselors design and deliver school counseling programs that improve student outcomes. 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 the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

## DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

### Student Standards –

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

### Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

## MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

### Program Focus

- Beliefs
- Vision Statement
- Mission Statement

### Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
  - Classroom and Group
  - Closing the Gap

**School counselors work to create a future world where all students thrive.**

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
  - Annual
  - Weekly
- Advisory Council

## DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

### Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

### Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

## ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

### Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

### School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

Good Morning Chairwomen Lee and members of the Senate Human Service Committee. My name is Bobbie Will and I am the Director of the North Dakota Primary Care Office with the North Dakota Department of Health. I do not have testimony for HB2177 but want to let you know I am available virtually to answer questions, if needed. Thank You.