



## All Sessions

### Thursday, December 07

12:00 PM - 12:45 PM EST

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#### Opening Featured Speaker: Eric Waldo

*12:00 PM - 12:45 PM , Thursday, December 07*

##### Overview:

Join **Eric Waldo** in the opening session for ASCA@Home 2023. Waldo serves as president and CEO of Washington, D.C.'s largest scholarship foundation, the District of Columbia College Access Program. Formerly a senior policy advisor at the Obama White House, Waldo served as founding executive director of First Lady Michelle Obama's college access and success initiative, Reach Higher. While at the White House, Waldo helped lead efforts to create a college-going movement, including convenings such as College Signing Day, the White House College Opportunity Summit, the Beating the Odds Summit and spotlighting school counselors by bringing the School Counselor of the Year ceremony to the White House.

### Thursday, December 07

1:00 PM - 1:30 PM EST

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#### What is Systemic Change?

*1:00 PM - 1:30 PM , Thursday, December 07*

##### Overview:

Implementing the ASCA National Model requires leadership, advocacy and collaboration, with the ultimate goal of systemic change. Systemic change, or transformational, lasting change, affects the entire system, not just an individual or group of individuals. Learn how school counselors can create systemic change through the implementation of model school counseling programming that enhances the existing structures within each building.

**Learning Objectives:** 1) Explain how the implementation of a school counseling program creates systemic change 2) Strategize how to use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success

**Speakers:**

- Heidi Truax

## **Advocate for Appropriate Roles**

*1:00 PM - 1:30 PM , Thursday, December 07*

**Overview:**

Want to move away from non-school-counseling roles and duties? It can be hard to have these tough conversations. Explore advocacy options to focus on appropriate roles and how to reframe the dialogue using data and ethics. Develop processes to support your advocacy. Explore inappropriate roles in 504 case management, being used as a special, test coordination and more.

**Learning Objectives:** 1) Engage in advocacy conversations 2) Reframe dialogue using data and ethics 3) Develop processes to support advocacy

**Speakers:**

- Geoff Heckman

## **Systemic Change Agents in School Counseling**

*1:00 PM - 1:30 PM , Thursday, December 07*

**Overview:**

Through leadership, advocacy, innovative practices and a direct focus on equitable outcomes, school counselors possess the power to act as agents of systemic change within their buildings, districts and communities. Hear from the 2023 ASCA School Counselor of the Year finalists to learn more about how they champion equity and/or systemic change through their school counseling programs.

**Learning Objectives:** 1) Identify and implement effective strategies to become agents of change for all students 2) Provide examples of how to use data to assess and address student needs and drive systemic change

**Speakers:**

- Beth Ruff, *School Counselor, Powder Springs Elementary School, Powder Springs, Ga.*
- Matthew Shervington, *School Counselor, Susquehannock High School, Glen Rock, Pa.*
- Keisha Larry Burns
- Joshua Nelson
- Meredith Draughn

## **School Counselor Advocacy: Bridging Troubled Waters**

*1:00 PM - 1:30 PM , Thursday, December 07*

**Overview:**

School counselors are called to serve as advocates for their students, their program and the profession. In light of recent legislative challenges, these roles can seem overwhelming. Hear ways you can continue advocacy efforts on all levels, providing support to school counselors, and create a bridge for the profession through uncertain times.

**Learning Objectives:** 1) Discuss your role in educating community members around the school counselor's role 2) Examine ways school counselors serve as advocates and systemic change agents within their program, school and communities 3) Identify strategies for professional advocacy in conjunction with your professional associations and organizations

**Speakers:**

- Amy Upton

**In Case You Missed It: Demystifying the Themes- Systemic Change**

*1:00 PM - 1:30 PM , Thursday, December 07*

**Overview:**

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

**Learning Objectives:** 1) Discuss how the implementation of a school counseling program creates systemic change 2) Strategize how to use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success

**Speakers:**

- Alicia Oglesby
- Rebecca Atkins

**In Case You Missed It: Become a Transformational Leader**

*1:00 PM - 1:30 PM , Thursday, December 07*

**Overview:**

School counselors are called to be transformative leaders who address systemic, equitable change in education. When school counselors embrace their roles as school leaders by effectively working together with principals, they have a positive impact on educational outcomes. Despite this, school counselors often struggle with this area of their professional identity. Learn how you can integrate the four leadership contexts (structural leadership, human resource leadership, political leadership and symbolic leadership) into your practice. Hear examples of leadership resources and tips to support you in your role as a transformational leader.

**Learning Objectives:** 1) Discuss the school counselor's role as a transformational leader 2) Integrate ASCA's leadership framework in professional practice 3) Demonstrate an increased awareness of leadership resources 4) Develop a leadership action plan

**Speakers:**

- Mariama Sandifer

- Sarah Brant-Rajahn
- Eva M. Gibson

## **In Case You Missed It: Systemic Change in School Counseling**

*1:00 PM - 1:30 PM , Thursday, December 07*

### **Overview:**

Implementing the ASCA National Model requires leadership, advocacy and collaboration with a focus on system change in outcomes. Systemic change, or transformational change affecting the entire system is focused on the dynamic of the environment, not the individual. In this webinar panelists will discuss examples of system change work in their role as a school counselor.

**Learning Objectives:** 1) Discuss examples of system change work

### **Speakers:**

- Jessica Descartes
- Teshia Stovall Dula
- Liz O'Connor

## **Thursday, December 07**

**1:30 PM - 2:00 PM EST**

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### **LIVE DISCUSSION**

*1:30 PM - 2:00 PM , Thursday, December 07*

### **Overview:**

LIVE DISCUSSIONS will be facilitated by Zoom. Push the button from the session page and Zoom will pop out into a new window. Please ensure that your pop-up blocker is turned off and your Zoom license is up to date.

Connect with presenters from all four sessions for an interactive discussion surrounding the topic of systemic change.

**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## **Thursday, December 07**

**2:00 PM - 2:30 PM EST**

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### **Make Data Your Advocacy Tool**

*2:00 PM - 2:30 PM , Thursday, December 07*

### **Overview:**

Data might sound intimidating to school counselors, but it doesn't have to be. Discover how to make data work in your favor by gaining support from various people, including staff, school

leaders, parents, students and others. Learn to use data as a tool to advocate for students and improve your school counseling program.

**Learning Objectives:** 1) Identify barriers to spending more time directly helping students 2) Discuss how to use data from assessments and your school's information system to set annual student outcome goals 3) Identify ways to use data to create effective school counseling programs and push for meaningful changes in the school system

**Speakers:**

- Diana Virgil, *School Counselor and Doctoral Student, Daleville High School, Daleville, AL, and University of the Columbians*

## **Leverage Funds for School Counseling Programs**

*2:00 PM - 2:30 PM , Thursday, December 07*

**Overview:**

Is a lack of funding preventing you from building your dream school counseling program? Whether you are a school counselor in need of resources for your school counseling program or a district director seeking to add additional school counseling supports, learn to create systemic change through advocacy and leadership. Hear about funding streams aligned with school counseling, creative ways to receive funding, what to buy to build your program and ways to advocate for your school counseling program needs.

**Learning Objectives:** 1) Identify various funding streams you can use to support your school counseling program 2) Discuss creative ways to get funding for your school counseling program 3) List practical examples and access templates to begin seeking funding for your program needs

**Speakers:**

- Sarah Kirk
- Andrea Burston
- Dr. Danielle Schultz

## **Effective School Counselor/Principal Relationships**

*2:00 PM - 2:30 PM , Thursday, December 07*

**Overview:**

Evidence suggests that an effective collaboration between administrators and school counselors leads to improved overall student achievement. Address how school counselors and principals can use the ASCA National Model to create a professional partnership rooted in mutual trust and communication, with a shared vision for student success.

**Learning Objectives:** 1) Briefly review roles and responsibilities for school counselors and administrators 2) Describe strategies and resources you can use this year to partner with your administrators or school counselors 3) Summarize ways for school counselors and administrators to successfully collaborate to have a positive impact on student outcomes 4) List strategies to break down barriers to effective school counselor/administrator collaboration

**Speakers:**

- Briana Milton
- Anne Henry

## **Power in Three School Teams**

*2:00 PM - 2:30 PM , Thursday, December 07*

### **Overview:**

A positive school culture is everything when it comes to a high-performing school, and everyone in the school is responsible for it. This message exemplifies the work being done at Skyview High School, a public high school in Billings, Mont. Learn Skyview's systems approach to accessing untapped leadership in your school and to keeping your school's core focus razor sharp. Skyview's school counselors, administration and teaching staff partner to improve academics, mental health and school culture. Leave with a model of applying evidence-based school counseling as a decision-making process to improve student outcomes.

**Learning Objectives:** 1) Explain how to use evidence-based school counseling to create a strong school counselor/administrator partnership 2) Discuss protocols for creating three school teams that evolve school systems: The Guiding Coalition, The School and Community Culture Team and The Impact Team 3) Describe how the teams work individually and collaboratively to use data to identify concerns and develop action plans to address the root causes of the issues

### **Speakers:**

- Tina Boone

## **In Case You Missed It: Staff & Student-Led Restorative Practices**

*2:00 PM - 2:30 PM , Thursday, December 07*

### **Overview:**

Research shows that traditional disciplinary practices don't change students' behavior or negative habits. Learn to efficiently implement restorative practices schoolwide to create systemic change for all students and promote student success through positive adult relationships. Through research analysis learn about others' perspectives, recognize personal bias and understand why restorative practices are effective for long-term change. Learn about inclusive student-driven options promoting supportive peer relationships.

**Learning Objectives:** 1) Analyze research showing the need for systemic change for all demographics of students 2) Strategize ways to implement schoolwide restorative practices using provided tools and templates 3) Create a system for peer mediation for student-led restorative practices

### **Speakers:**

- Florence Chang
- Nicole Fields
- Heather Bushelman

## **In Case You Missed It: Build an Inclusive School Culture**

*2:00 PM - 2:30 PM , Thursday, December 07*

### **Overview:**

Research indicates school counselor multicultural competence, multicultural counseling efficacy and diversity knowledge help to minimize racial disparities in student disciplinary actions and poor academic performance. A primary factor influencing educator cultural competency and ethical practice is cultural bias. Personal perceptions, attitudes and social beliefs regarding diverse

populations and cultural groups can have a negative impact on student mental health and create barriers to learning. Participate in unconscious and implicit bias discussions; review examples of racial, ethnic, gender, social class and sexual orientation stereotyping; and receive resources to help build an inclusive school culture.

**Learning Objectives:** 1) Define cultural bias and discuss the differences between implicit and unconscious bias 2) Discuss cultural bias and stereotyping implications for school counselors and educators 3) Examine your own biases and prejudices

**Speakers:**

- Michelle Tanner
- Jasmine Knight
- Jeanette Vaughn
- Melissa Lynch

## **In Case You Missed It: Determine Student Needs**

*2:00 PM - 2:30 PM , Thursday, December 07*

**Overview:**

We hear a lot about how to use data to determine the effectiveness of our school counseling program; however, how do we first determine who needs specific school counseling services? Learn about tools to gather data to determine student needs, and hear how we can use tools such as the Big 5, disaggregated data, root cause analysis and equity risk ratios to dig deeper with data and drive decision-making.

**Learning Objectives:** 1) Define data-informed school counseling programs 2) Describe five tools to gather data to determine student need 3) Use tools to determine student needs at your school to strengthen the supports provided to students

**Speakers:**

- Sarah Kirk

## **Thursday, December 07**

**2:30 PM - 3:00 PM EST**

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### **LIVE DISCUSSION**

*2:30 PM - 3:00 PM , Thursday, December 07*

**Overview:**

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Connect with presenters from all four sessions for an interactive discussion surrounding the topic of systemic change.

**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## Thursday, December 07

**3:00 PM - 3:30 PM EST**

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### **Equity in Action: From the ASCA National Model to Action**

*3:00 PM - 3:30 PM , Thursday, December 07*

**Overview:**

Hear from district and state leaders as they examine and elevate the ASCA National Model: Equity in Action document, and discuss implications for school counselors. Explore ways school counselors can proactively use ASCA's Equity in Action as a guide to battle systemic racism and to ensure all students feel seen and heard at both the school and district level.

**Learning Objectives:** 1) Unpack the 10 tenants of ASCA's Equity in Action 2) Strategize ways to integrate Equity In Action into key elements of your school counselor program to reduce equity barriers and gaps affecting students and families of color 3) Identify the ASCA Ethical Standards and ASCA Student Standards on the school counselor's role in racial equity and fighting systemic racism

**Speakers:**

- Derek Francis
- Michelle Sircy

### **DEI & Difficult Conversations**

*3:00 PM - 3:30 PM , Thursday, December 07*

**Overview:**

We live in a society where terms such as “diversity, equity and inclusion” can have various meanings. To create an atmosphere where we value and respect all students and families with unconditional positive regard, all educators within the school system must use consistent, intentional and inclusive strategies and techniques. We thrive more as an educational community when we are able to look through the lens of the individuals we serve and empathize with their current beliefs, customs and values. Understand and define conversational competence, and develop a thorough understanding about how effective communication can build lasting relationships with students, staff and parents leading to systemic change.

**Learning Objectives:** 1) Define and discuss conversational competence 2) Explain how effective communication can build lasting relationships with students, staff and parents which can lead to systemic change

**Speakers:**

- Tiffany Blackwood, *School Counselor, Lewisville ISD, Tx.*
- Ashley Wright, *School Counselor, Lone Star State School Counselor Association, Conroe, Tx.*



## **Our Stories: Navigating Harmful Policies**

*3:00 PM - 3:30 PM , Thursday, December 07*

### **Overview:**

Ethical school counseling isn't easy. We are responsible for delivering equitable services to all students, but what do you do when you face opposition in your school or district? How will you fight those battles diplomatically? How will you use an antiracist lens to do your work and advocate for all students? Hear stories and strategies from experienced school counselors on fighting racism and navigating inequitable systems using ASCA-provided tools.

**Learning Objectives:** 1) Discuss multiple examples of advocacy, systemic change and social justice work in school counseling 2) Distinguish between critical race theory; diversity, equity and inclusion; social/emotional learning; and anti-racism and how each is connected to their role as school counselors 3) Identify effective strategies and approaches to create systemic change

### **Speakers:**

- John Nwosu
- Jennifer Susko

## **The Anti-Racist School Counseling Framework**

*3:00 PM - 3:30 PM , Thursday, December 07*

### **Overview:**

School counselors engage in anti-racist actions by advocating to eliminate racist policies, procedures, practices, guidelines and laws. Learn about the Anti-Racist School Counseling Advocacy Framework and how school counselors can use it to create anti-oppressive school environments. This framework encourages school counselors to consider their level of influence and how they can make systemic change.

**Learning Objectives:** 1) Explore and examine the Anti-Racist School Counseling Advocacy Framework 2) Identify ways you can use the Anti-Racist School Counseling Advocacy Framework to create systemic change in your school

### **Speakers:**

- Stephanie Smith-Durkin
- Marsha Rutledge

## **Sponsored Session: The Equity-Driven Decision-Making Process**

*3:00 PM - 3:30 PM , Thursday, December 07*

### **Overview:**

Equity-driven decision-making is a process and a practice rooted in community engagement and communication. Dive into the concept that helps educators and school leaders reassess biases by centering their thinking in the deep histories of people and places, connecting with one another, considering multiple perspectives, creating solutions alongside those they serve, and committing to deeper community-wide engagement. This work braids concepts that are interconnected, stronger together than apart, and are a reminder that an equitable decision making/planning process is collaborative and iterative with varied entry points.

### **Learning Objectives:**

- 1) Discuss the power of history and community engagement to fuel equitable decision-making
- 2) Describe how to harness the collective strength of collaboration and diverse perspectives in crafting inclusive solutions
- 3) Embark on an ongoing, community-centered journey where equity evolves with every step.

**Speakers:**

- Melissa Ragan, *Chief Learning Officer, Navigate 360*

**In Case You Missed It: Move Anti-Racism Conversations to Action**

*3:00 PM - 3:30 PM , Thursday, December 07*

**Overview:**

School counselors are social justice leaders who have the unique ability to disrupt educational inequities, allow student and family voices to be heard, support identity development, advocate and form new structures to ensure all students get what they need to succeed. Listen to lived experiences that serve as a catalyst for movement and change, particularly for the marginalized in our community. Learn practices, strategies and obtain resources to rise, reshape, reflect and ensure all of our students have an anti-racist school counselor.

**Learning Objectives:** 1) Explain recent and historic challenges and barriers students and families of color experience 2) Discuss leadership strategies when taking action steps while advocating for students 3) Examine and acknowledge your own biases and identify how to disrupt harmful practices 4) Identify and apply rise, reshape and reflect strategy to support success of all students

**Speakers:**

- Mia Tatum-Crider

**In Case You Missed It: Educational Equity**

*3:00 PM - 3:30 PM , Thursday, December 07*

**Overview:**

Through a data-informed school counseling program, school counselors demonstrate their leadership and advocacy roles as they analyze data to reveal and address educational inequities. They disaggregate data to uncover disparities and implement evidence-based interventions to address those disparities. Finally, they examine data to assess the effectiveness of their interventions. Learn the importance of using evidence-based interventions within a data-informed school counseling program and how to use ASCA's closing-the-gap action plan to document identified inequities in student performance. Walk away knowing how to use the closing-the-gap results report data to communicate the intervention's impact and describe implications for future practice.

**Learning Objectives:** 1) Discuss the importance of using evidence-based interventions within a data-informed school counseling program 2) Use ASCA's closing-the-gap action plan to collect three types of student data 3) Analyze the closing-the-gap results report data to describe implications for future practice

**Speakers:**

- Lorise Grey

## **In Case You Missed It: Proactive Racial Equity Strategies**

*3:00 PM - 3:30 PM , Thursday, December 07*

### **Overview:**

A recent ASCA study showed only 50% of school counselors are addressing racial equity within their schools. Hear about proactive racial equity strategies you can use as a part of your school counseling program. Learn approaches to address racial equity, and identify ways to dismantle systemic racism while supporting students' and staff's social/emotional needs. Identify direct and indirect student services you can implement immediately to promote equity and access for all students.

**Learning Objectives:** 1) Identify ways school counselors can be active allies in the fight against systemic racism 2) Discuss proactive strategies to support students and staff during major race, hate and bias incidents in your school and community 3) Strategize ways to lead classroom lessons, small groups and individual sessions to increase students' understanding of their identity and those different from them 4) Identify the ASCA Ethical Standards for School Counselors and the ASCA Student Standards: Mindsets & Behaviors for Student Success related to the school counselor's role in racial equity and fighting systemic racism

### **Speakers:**

- Derek Francis
- Michelle Sircy

## **Thursday, December 07**

**3:30 PM - 4:00 PM EST**

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### **LIVE DISCUSSION**

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**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## **Friday, December 08**

**11:00 AM - 11:30 AM EST**

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### **Cultivate Professional Identity**

**11:00 AM - 11:30 AM , Friday, December 08**

**Overview:**

Studies have shown professional advocacy can help school counselors establish a clear identity and avoid role ambiguity. Role ambiguity can lead to the assignment of inappropriate duties, negative self-efficacy and burnout. Learn about the importance of a strong professional identity for school counselors' and practical tips for overcoming barriers when engaging in advocacy.

**Learning Objectives:**

- 1) Define advocacy and professional identity and explain the importance of both
- 2) Strategize ways to advocate to create systemic change
- 3) Explain ways to overcome potential barriers when engaging in advocacy
- 4) Discuss the importance of self-care when engaging in advocacy work and identify strategies for self-care

**Speakers:**

- Brianna Patterson, *School Counselor and Professor, Duval County Public Schools; University of North Florida*

**Document Impact on Student Outcomes**

**11:00 AM - 11:30 AM , Friday, December 08**

**Overview:**

Learn how the performance appraisal can be an opportunity to share activities you've implemented to improve student outcomes and create systematic change, as well as demonstrate how you collaborate with others to advocate for student achievement and educational equity.

**Learning Objectives:** 1) Analyze your use of time in direct and indirect services to collaborate with partners to advocate for student achievement and equity 2) Identify two activities that you implemented to improve student outcomes

**Speakers:**

- Mark Kuranz

**Communicate Systemic Change with the Annual Administrative Conference**

**11:00 AM - 11:30 AM , Friday, December 08**

**Overview:**

The annual administrative conference can be a great way to help your administrator understand your school counseling program and the impact it can have on student outcomes, leading to systemic change. Learn to use this tool from the ASCA National Model to communicate systemic change occurring as a result of your school counseling program, as well as advocate for future systemic change work.

**Learning Objectives:** 1) Communicate systemic change with the annual administrative conference 2) Identify systemic issues in advance to the annual administrative conference meeting.

**Speakers:**

- Brent Burnham

**Results Reports: More Than Just a Task**

*11:00 AM - 11:30 AM , Friday, December 08*

**Overview:**

Assessments associated with the ASCA National Model are sometimes dreaded and feared. Understanding the role they play in ASCA National Model implementation can help. With understanding comes increased courage, enthusiasm, and determination for engaging in the assessment process, ultimately enhancing our own advocacy efforts and leading to systemic change.

**Learning Objectives:** 1) Explain how ASCA results reports document changes in student learning and student outcomes 2) Articulate how ASCA results reports impact school counseling programming 3) Describe how ASCA results reports contribute to systemic change

**Speakers:**

- Karen Griffith

### **In Case You Missed It: Creating Systemic Change**

*11:00 AM - 11:30 AM , Friday, December 08*

**Overview:**

The last two years have shined a spotlight on students' academic, career and social/emotional needs. The Oklahoma State Department of Education responded by using \$35 million of its American Rescue Plan money to fund a School Counselor Corps. A total of 181 districts were awarded money to increase the number of certified school counselors and licensed mental health professionals in their schools. Learn how schools used data and a multitiered system of supports to integrate these services to best meet the varied needs of students across the state by empowering school counselors as leaders.

**Learning Objectives:** 1) Discuss how school counselors served in leadership roles to develop mental health and academic intervention teams at individual sites 2) Examine the data used by schools to determine the goals they set to meet students' needs 3) Discuss how a multitiered system of supports was used to implement and streamline assistance for students

**Speakers:**

- Jenna Jones
- Shelly Ellis

### **In Case You Missed It: Data Collection and Reporting**

*11:00 AM - 11:30 AM , Friday, December 08*

**Overview:**

Focus on the three types of student data, with emphasis on how school counselors collect, analyze and report that data. Hear specific instructions for creating results reports and graphs that convey impact at a glance. Enhance your expertise in the use of data as defined by the ASCA National Model.

**Learning Objectives:** 1) Define three types of data 2) Connect three types of data to results reports 3) Create quality graphs

**Speakers:**

- Joshua Nelson

- Joni Shook

## **In Case You Missed It: Collaborative Relationships to Build Student Success (Robin Zorn, Merrill Baxley, Dave Jones)**

*11:00 AM - 11:30 AM , Friday, December 08*

### **Overview:**

Do you have fun and amazing ideas that support students' needs but aren't sure if your principal will be receptive to them? Have you ever wondered how to speak the language of your administrator so you can effectively advocate for a data-informed school counseling program? Hear key examples from a school counselor and principal hear about ways to collaboratively focus on what is most important – students.

**Learning Objectives:** 1) Discuss successful school counselor/administrator initiatives that maximize student success 2) Explain school structures that build positive, collaborative school counselor/administrator relationships 3) Describe how to best advocate for a data-informed school counseling program from an administrator's perspective

### **Speakers:**

- Dave Jones
- Merrill Baxley
- Robin Zorn

## **Friday, December 08**

**11:30 AM - 12:00 PM EST**

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### **LIVE DISCUSSION**

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**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## **Friday, December 08**

**12:15 PM - 12:45 PM EST**

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### **Use Minute Meetings for Student Voice**

**12:15 PM - 12:45 PM , Friday, December 08**

**Overview:**

Minute meetings can be a powerful tool for creating systemic change. Learn to collect rich qualitative and quantitative data from minute meeting questions and use it to advocate for student needs. More importantly, learn to identify patterns from individual answers to advocate for the collective student voice, thus affecting systemic change.

**Learning Objectives:**

- 1) Create a list of questions for your own minute meetings to discover needs and trauma indicators that might otherwise go unnoticed
- 2) Use technology to simplify data collection and analysis processes
- 3) Evaluate your existing services to determine whether they match the collective student voice
- 4) Establish a process for prioritizing needs and routing students to necessary resources

**Speakers:**

- Kim Crumbley, *School Counselor, Parkside School, Baileyton, AL*
- Laura Rankhorn, *School Counselor, Good Hope Middle School, Cullman, Ala.*

**Teach Kids to Be Their Own Hero**

**12:15 PM - 12:45 PM , Friday, December 08**

**Overview:**

In a world that at times seems filled with adversity, school counselors can take an active role in helping students find their voice to advocate for themselves. Learn easy-to implement ideas for classroom lessons and small groups using the three components of self-advocacy. Access resources such as children's books, video clips and craft activities to use as supplemental teaching tools in your program. Leave with structured ways to create a school community that encourages everyone to embrace their inner hero.

**Learning Objectives:** 1) Discuss the importance of teaching students to effectively express their needs 2) Explain the skill-based components of self-advocacy 3) Describe lessons and programs you can implement to create a school culture of open communication and ensuring student needs are being met

**Speakers:**

- Lisa King

**Use ASCA Student Standards to Drive Systemic Change**

**12:15 PM - 12:45 PM , Friday, December 08**

**Overview:**

The ASCA Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. Learn how to drive systemic change by using the standards to assess student growth and development and guide the development of strategies and activities to create a program that helps students achieve their highest potential.

**Learning Objectives:** 1) Access and summarize the purpose of the ASCA Student Standards 2) Explain how the operation of these the ASCA Student Standards leads to systemic change

**Speakers:**

- Megen Stair

## **Closing-the-Gap in Attendance**

*12:15 PM - 12:45 PM , Friday, December 08*

**Overview:**

The closing-the-gap action plan and results report gives school counseling programs an opportunity to document their equity through their use of the ASCA National Model. Hear from RAMP schools about how they identified a gap in attendance in their school's data, addressed this gap by implementing direct student services and developed strategies to address systemic issues impacting attendance.

**Learning Objectives:** 1) Explain how the closing-the-gap action plan and results report can influence significant systemic changes in your school 2) Discuss innovative approaches to closing the gap in attendance

**Speakers:**

- Dawn Erickson, *School Counselor, East Leyden High School, Franklin Park, Ill.*
- Tonia Stallions, *School Counselor, Barbara Chilton Middle School, Roseville, Calif.*
- Megan Murray, *School Counselor, Barbara Chilton Middle School, Roseville, Calif.*
- Michele Blankenberger, *School Counselor, Louisa May Alcott College Preparatory Elementary School, Chicago, Ill.*

## **In Case You Missed It: Improve Attendance with Family Engagement**

*12:15 PM - 12:45 PM , Friday, December 08*

**Overview:**

Although student absenteeism isn't a new challenge for educators, COVID-19 exacerbated the problem and highlighted the need for evidenced-based interventions to respond to chronic student absenteeism. Chronic absenteeism requires collaboration with students and families to effectively tailor interventions aimed at increasing attendance. School counselors in elementary schools are poised to close gaps due to chronic absenteeism by intervening in students' home-to-school system, creating family partnerships and implementing home visits.

**Learning Objectives:** 1) Identify educational issues associated with chronic student absenteeism 2) Examine effective models of school to family partnerships and their relevance to designing attendance interventions 3) Strategize how to implement a new model of school/family partnership specifically aimed at addressing issues related to chronic student absenteeism

**Speakers:**

- Viki Kelchner
- Alexandra Frank

## **In Case You Missed It: Move Beyond Awareness to Action**

*12:15 PM - 12:45 PM , Friday, December 08*



**Overview:**

Black students face unique challenges in K-12 settings. ASCA calls for the equitable treatment of Black students within school counseling programs and school counselors must be committed to social justice action. In addition, ASCA as well as other governing bodies have acknowledged the need for training to adopt a culturally responsive approach that centers equity and inclusion. This session will demonstrate how school counselors can examine school data to engage in systemic advocacy and utilize culturally responsive tools to support Black students. Presenters will also review and provide examples of evidence-based interventions and resources to support school counselors in their role as social justice advocates for this population.

**Learning Objectives:** 1) Implement action-oriented, culturally responsive advocacy for Black students 2) Explore ASCA's race and equity resources and discuss considerations for practice 3) Use data to highlight and address disparities for this population

**Speakers:**

- Mariama Sandifer
- Sarah Brant-Rajahn
- Eva Gibson

## Friday, December 08

**12:45 PM - 1:15 PM EST**

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**LIVE DISCUSSION**

*12:45 PM - 1:15 PM , Friday, December 08*

**Overview:**

LIVE DISCUSSIONS will be facilitated by Zoom. Push the button from the session page and Zoom will pop out into a new window. Please ensure that your pop-up blocker is turned off and your Zoom license is up to date.

Connect with presenters from all four sessions for an interactive discussion surrounding the topic of systemic change.

**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## Friday, December 08

**1:30 PM - 2:00 PM EST**

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**Peer Mediation Evolved**

*1:30 PM - 2:00 PM , Friday, December 08*

**Overview:**

The transformational change that can come from a school fully embracing restorative practices is

undeniable. The reality, however, is that many schools would like to implement restorative practices, but the intensive, intentional process of doing so can be overwhelming, especially if there is a lack of buy-in from staff, students, families or all of the above. However, training students to be restorative circle keepers can help you find a path to restorative practices buy-in and implementation. It provides you with more support to model and employ restorative practices throughout the school building and instills valued leadership and emotional intelligence skills in the students who participate.

**Learning Objectives:** 1) Discuss the importance of restorative circles in implementing restorative practices schoolwide and why students can lead this work 2) Explain the circle-keeping training process 3) Identify students to train in circle keeping

**Speakers:**

- Marisa Mathews

## **Decrease Unexpected Behaviors Through Systemic Change**

*1:30 PM - 2:00 PM , Friday, December 08*

**Overview:**

Students are filling classrooms daily with an increase in unexpected behaviors as educators struggle to manage and intervene effectively. School counselors can create systemic change by becoming experts in proactively intervening with unexpected behaviors. Learn to create an easy-to-implement, individualized behavior toolbox aligned with the ASCA Student Standards, which includes functions of behavior, SEL skills and evidence-based interventions for student success at all MTSS tiers. Samples of data-tracking tools will also be shown for progress monitoring.

**Learning Objectives:** 1) Describe functions of behavior and how they are communicated through unexpected behaviors 2) Develop a toolbox of evidence-based SEL and behavior interventions based on functions of behavior, student needs and strengths for Tiers 1, 2 and 3 3) Examine data tools for progress monitoring that best fits student needs and function of behavior

**Speakers:**

- Heather Bushelman

## **Trauma-Informed Practices in Unconventional Settings**

*1:30 PM - 2:00 PM , Friday, December 08*

**Overview:**

We know the impact of trauma on the developing human brain and can probably recite ways to incorporate these strategies into school counseling classroom lessons. But, are we truly trauma-informed if these practices are only used in classrooms? Hear about the efforts of an elementary school counselor to bring systemic change in trauma-informed practices to her school and district by implementing these practices in the most unconventional places. Learn to use your knowledge of trauma-informed practices to change interactions between bus drivers, cafeteria workers, custodians and all school personnel and the students they serve.

**Learning Objectives:** 1) Summarize the rationale for trauma-informed practices 2) Describe how to implement trauma-informed practices in all school settings 3) Strategize ways to achieve trauma-informed buy-in and involve all school personnel in a universal trauma-informed school process

## **Speakers:**

- Amy Riley

## **Closing-the-Gap in Discipline**

*1:30 PM - 2:00 PM , Friday, December 08*

### **Overview:**

Returning to school after the pandemic had a significant impact on discipline referrals. Information uncovered in applications from some of the 2023 RAMP schools showed students struggled socially as they resumed in-person school, while also dealing with anxiety, stamina and loss. Hear from RAMP schools about how they used data to identify a gap in discipline, provide direct and indirect interventions to improve outcomes, and how they implemented strategies to address systemic issues impacting discipline.

**Learning Objectives:** 1) Explain how the closing-the-gap action plan and results report can influence significant systemic changes in their schools 2) Discuss innovative approaches to closing the gap in discipline

## **Speakers:**

- Lauren McAfee, *School Counselor, Daniell Middle School, Marietta, Ga.*
- Cayce Pope, *School Counselor, Daniell Middle School, Marietta, Ga.*
- Eva Avendano, *School Counselor, Lowell Elementary, Santa Ana, Calif.*
- Robert Daniels, *School Counselor, Kilo Middle School, Auburn, Wash.*
- Jillian Hove, *School Counselor, Kilo Middle School, Auburn, Wash.*

## **In Case You Missed It: Build an Action-Oriented Equity Practice**

*1:30 PM - 2:00 PM , Friday, December 08*

### **Overview:**

As a leadership team member, school counselors create a school culture of success for all through advocacy and implementing culturally responsive school counseling, which affects student academic achievement. Engage in action-oriented equity practice by examining your own biases and learning to identify, recognize and use Black students' academic strengths to increase positive educational outcomes.

**Learning Objectives:** 1) Examine your school counseling practice to determine your beliefs about Black student achievement 2) Discuss strengths-based techniques and their impact on academic advising sessions with Black students

## **Speakers:**

- Dana Cudjoe
- Danielle Crankfield

## **In Case You Missed It: Restorative Practice Circles**

*1:30 PM - 2:00 PM , Friday, December 08*

### **Overview:**

Restorative practices enable all members of the school community to integrate and normalize a collaborative approach by focusing on building, maintaining and repairing relationships among all

members of a school. When students feel like they have an increased connection to school, they have more educational motivation, classroom engagement and improved school attendance. Learn to use different types of restorative circles, such as problem solving, academic and attendance circles.

**Speakers:**

- Shawn Vincent
- Bonnie Robbins

## Friday, December 08

**2:00 PM - 2:30 PM EST**

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### LIVE DISCUSSION

*2:00 PM - 2:30 PM , Friday, December 08*

**Overview:**

LIVE DISCUSSIONS will be facilitated by Zoom. Push the button from the session page and Zoom will pop out into a new window. Please ensure that your pop-up blocker is turned off and your Zoom license is up to date.

Connect with presenters from all four sessions for an interactive discussion surrounding the topic of systemic change.

**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

## Friday, December 08

**2:45 PM - 3:15 PM EST**

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### Support Latinx Students

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

Over the past several decades, the high school dropout rate for Latinx students has steadily decreased, while college enrollment rates have been on the rise. Despite these gains, Latinx students continue to underperform in comparison with the national average. Systemic racism, historical trauma, distrust of authority, low expectations, lack of access, gatekeeping, cultural differences and pandemic-related challenges, which have disproportionately affected the Latinx community, are important factors for consideration. Learn about the current state of Latinx student populations and barriers to access and inclusion for Latinx students. Explore tools for school counselor advocacy and strategies for effectively working with Latinx students to flip the deficit narrative.

**Learning Objectives:**

- 1) Describe the current state of the Latinx student population in the United States
- 2) Discuss barriers to access and inclusion affecting Latinx students' academic, college and career, and social/emotional development
- 3) Access tools for school counselor advocacy and strategies for effectively working with Latinx students

**Speakers:**

- Maureen Ponce, *President Elect, Maryland School Counselor Association*
- Roberto Aguilar, *School Counselor, Milwaukie High School, Milwaukie, OR*
- Lydia McNeiley, *College and Career Coordinator, School City of Hammond, Hammond, IN*

## **Create Gender-Support Plans for LGBTQ+ Students**

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

School counselors and other educational support staff must intentionally consider ways to effectively advocate for all students. Hear first-hand experiences in advocating for your LGBTQ+ community. Learn about the implementation of gender support plans (GSPs) and other tools as concrete examples of advocacy and intentional support.

**Learning Objectives:**

1. Discuss the laws in place that can both support and challenge our capacity to support LGBTQ+ students
2. Explain the importance of making connections with and advocating for students who identify as transgender or nonbinary
3. Identify practical strategies for local-level advocacy for your program and position and how to advocate for systemic change at the state level for school counseling best practices and ratios
4. Access a template to use and/or modify as you begin to consider this process at their school

**Speakers:**

- Brian Barnum, *School Counselor, Granite Connections High School, Salt Lake City, UT*
- Jennifer Kirk, *High School Counseling Curriculum Leader, Upper St. Clair High School, Pittsburgh, PA*

## **Raise Graduation Rates for English Learners**

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

Although graduation rates for English-language learners (ELLs) have risen nationally, many districts struggle to engage long-term ELLs, meet four-year graduation cohorts and to graduate ELLs who are college or career ready. English-language learners are often burdened by the task of passing graduation requirements while concurrently learning English. Learn to improve graduation rates for ELLs by awarding transfer credits that meet graduation requirements for international transcripts. School districts that adopt a fair and sustainable standard operating procedure for transcript evaluation and enrollment can minimize their liability and decrease Office of Civil Rights complaints.

**Learning Objectives:** 1) Identify federal and state laws that govern the ELL enrollment and the transcript evaluation process 2) Detect graduation requirements that can be awarded for foreign transcripts 3) Apply the transcript evaluation framework to interpret foreign secondary credentials (e.g., transcripts, marksheets, report cards or exams).

**Speakers:**

- Phoenicia Grant

## **Support First-Generation College-Bound Students**

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

First-generation college-bound students are a growing demographic across the country. Despite tremendous potential, first-generation college students are more likely to leave college without a degree. Learn strategies to identify, support and celebrate first-generation college-bound trailblazers in your school community and become an even better advocate for your first-generation college-bound students.

**Learning Objectives:**

- 1) Effective methods for identifying first-generation college-bound students
- 2) Strategize individual, small-group and grade-level interventions to support first-generation college-bound students and their families
- 3) Discuss methods to celebrate first-generation college students while enhancing college-going culture

**Speakers:**

- Sarah Elaine Hart

## **Closing-the-Gap in Achievement**

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

Post-COVID-19 challenges prompted many of the interventions to support academic success, according to the 2023 RAMP cohort. School counselors addressed issues including students failing multiple classes, seniors in danger of not graduating and more. Hear from RAMP schools about how they identified a gap in achievement in their school's data, addressed this gap by implementing direct student services and developed strategies to address systemic issues affecting achievement.

**Learning Objectives:** 1) Explain how the closing-the-gap action plan and results report can influence significant systemic changes in your school 2) Discuss innovative approaches to closing the gap in achievement

**Speakers:**

- Nicole Orozco, *School Counselor, Centennial High School, Corona, Calif.*
- Priscilla Grijalva, *School Counselor & ASCA Board of Directors, Citrus Hills Intermediate School, Corona, Calif.*
- Todd Jackson, *School Counselor, Coal Ridge Middle School, Longmont, Colo.*
- Connie Dewlen, *School Counselor, Coal Ridge Middle School, Longmont, Colo.*

## **Sponsored Session: Better FAFSA®: Changes, Questions & Answers**

*2:45 PM - 3:15 PM , Friday, December 08*

### **Overview:**

Better FAFSA® changes have been announced, but some of the details still elude us leaving counselors, students and families asking a lot of questions about how to proceed. Hear a brief overview of the changes, as well as insight to frequently asked questions that we have received throughout our fall webinars on the FAFSA®.

### **Learning Objectives:**

- 1) Summarize the major changes to the FAFSA®
- 2) Discuss the most frequently asked questions and answers about the FAFSA changes

### **Speakers:**

- Ed Recker, *Director of High School Relationship Management, Sallie Mae*

## **In Case You Missed It: High-Impact Family Engagement**

*2:45 PM - 3:15 PM , Friday, December 08*

### **Overview:**

School counselors have an essential and unique role in promoting, facilitating and advocating for collaboration with parents/guardians and community stakeholders. Learn about high-impact, practical family engagement strategies you can add to your professional toolbox and use right away in your work.

**Learning Objectives:** 1) Discuss the dual-capacity-building framework and how to apply its principles 2) Examine your assumptions and biases, and challenge your current family-engagement strategies 3) Identify high-impact family-engagement strategies you can immediately implement in your work

### **Speakers:**

- Meredith Ayala

## **In Case You Missed It: Advocate Legally and Ethically for Marginalized Youth**

*2:45 PM - 3:15 PM , Friday, December 08*

### **Overview:**

School counselors can be powerful strategists when applying legal muscle to problems affecting the educational environment. Federal and case law can protect marginalized youth, yet there are still laws that can hinder school counselors' advocacy efforts. Intervening on behalf of students is infinitely easier if there is a law that provides leverage. Focus on the rights of students who are gay or transgender; in foster care; or victims of dating violence, sexual harassment or bullying. Legal understanding coupled with our ethical imperative to advocate is a formidable combination and increases the odds that school counselors will have sway in systemic change and individual support.

**Learning Objectives:** 1) Discuss federal, state and case laws that are pivotal in supporting your advocacy work with marginalized youth 2) Apply federal and case law to the ever-changing standard of care for school counselors 3) Discuss hypothetical cases and transfer your knowledge to your own practice

**Speakers:**

- Carolyn Stone

**In Case You Missed It: Address Achievement Gaps with Data**

*2:45 PM - 3:15 PM , Friday, December 08*

**Overview:**

Today's school counselors are leaders, advocates and change agents. They function within those roles as they examine data to reveal student needs. School counselors disaggregate data to uncover racial inequities, implement evidence-based interventions to address those inequities and analyze data to assess the effectiveness of their interventions. Walk through the process of exploring, disaggregating and analyzing data, and learn about the remarkable results of a quantitative study that examined the impact of school-based mentoring on the academic achievement gap between Black and white students. Learn how to use these findings to reduce the achievement gap in your school.

**Learning Objectives:** 1) Disaggregate student data to identify achievement gaps 2) Develop SMART student outcome goals based on student data 3) Use the ASCA closing-the-gap action plan/results report to collect participation, Mindsets & Behaviors and outcome data aligned with student data and outcome goals

**Speakers:**

- Lorise Grey

**Friday, December 08**

**3:15 PM - 3:45 PM EST**

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**LIVE DISCUSSION**

*3:15 PM - 3:45 PM , Friday, December 08*

**Overview:**

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Connect with presenters from all five sessions for an interactive discussion surrounding the topic of systemic change.

**Learning Objectives:** 1) Ask questions and engage in conversation surrounding the topic of systemic change

**Friday, December 08**

**3:50 PM - 4:30 PM EST**

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## **Closing Featured Speaker: Glenna Wright-Gallo**

*3:50 PM - 4:30 PM , Friday, December 08*

### **Overview:**

**Glenna Wright-Gallo**, assistant secretary in the Office of Special Education and Rehabilitative Services at the U.S. Department of Education, joins ASCA executive director Jill Cook for a fireside chat. As advisor to the U.S. secretary of education on matters related to the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities, Wright-Gallo seeks to improve early childhood, educational and employment outcomes, and to raise expectations for all people with disabilities, their families, their communities and the nation.