Mission

North Hope School Counseling aims to guide Alaskan Yupik and Inupiaq students and their families toward academic, career, and social-emotional success. NHSC provides culturally sensitive, trauma-informed support and is committed to the emotional well-being of all students.

Vision

The vision of North Hope School Counseling is to be the beacon of support and guidance for Alaskan Yupik & Inupiaq students and their families. NHSC envisions a community where all students navigate their academic, social-emotional, and career journeys with confidence, resilience, and pride.

Beliefs

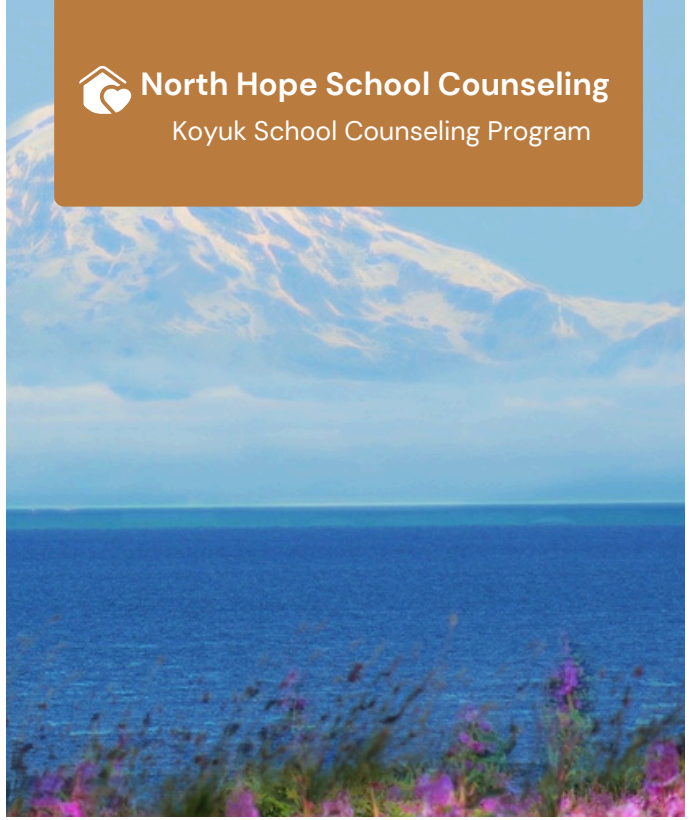
North Hope School Counseling believes in the inherent worth and potential of every student and their family. Through culturally responsive practices, NHSC empowers students to embrace their identities, navigate challenges, and pursue their aspirations with confidence. NHSC is committed to guiding students by the principles of respect, equity and cultural pride

Services

- ✓ Individual Counseling
- ✓ Group Counseling
- ✓ Post-SecondaryAdvisement
- ✓ Career Advisement
- ✓ Academic Support
- ✓ Mentorships
- ✓ Classroom Guidance
- ✓ Academic Advising

North Hope School Counseling

Koyuk School Counseling Program



Koyuk-Malemute High School
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North Hope School Counseling

Navigating Success Beyond the Classroom Through Culture & Confidence

www.bssd.org 907-963-3021

About Our Comprehensive School Counseling Program

North Hope takes pride in the power of school counseling to support students academically, socially, and emotionally while promoting a positive school culture and community partnerships.

A CSCP ensures that the diverse needs of all students are met while increasing their potential for success beyond the classroom. According to *Larberg and Associates,* (2021), the benefits of a CSCP include:

1. Academic Achievement
2. Social-Emotional Growth & Development
3. College & Career Readiness
4. Cultural Competency & Equity

School Counseling Activities Include:

1. Individual Counseling: Addressing academic, career, social-emotional, & personal concerns while developing coping skills and resilience (ASCA, 2019).
2. Group Counseling: Small group sessions including healthy relationships, social skills development, emotional regulation, and college and career readiness (ASCA, 2019).
3. Academic Advising: Study skills, career exploration, and post-secondary opportunities including ANSEP and NACTEC programs as well as college and career readiness trips to explore various opportunities throughout Alaska.
4. Collaboration & Consultation: Collaborate with school faculty, families, and community stakeholders such as the AEC, Norton Sound Behavioral Health, and tribal healer to support student success, address systemic barriers, and promote a positive school culture (ASCA, 2019).

Providing academic, career, & social-emotional interventions in alignment with The 2022 ASCA National Standards: Mindsets & Behaviors for Student Success:

1. Weekly after school advising: Academic support in core subjects with personalized assistance.
2. Peer mentorship: Promoting positive relationships & a sense of community via group activities focused on communication, empathy, & conflict resolution.

Promoting Equity in Student Achievement & College Access.
According to *Wanti & Associates* (2022), and the *American School Counseling Association* (2019), It is important to address fairness and advocacy among diverse students, such as:

1. College Access Advisement: Information & resources to navigate the college application process & to promote equitable access to higher education.
2. College Access Mentorship: Each HS student receives guidance, support, encouragement, & assistance with college applications, essay writing, dual enrollment opportunities & completing financial aid.
3. Academic Support Group Advising & Counseling: Support for underrepresented HS students. Offering academic coaching, study skills development, goal setting, learning strategies, & peer support.

Increasing Promotion & Graduation Rates

1. Personalized Academic Support: Tailored interventions to ensure students stay on course for graduation, such as academic instruction, credit recovery, & individual academic counseling. Aligns with M 3 (American School Counseling Association, 2019).
2. Career & College Readiness Advising: Providing students with skills, support, & resources to effectively transition to college or enter the workforce, such as college application assistance, job shadowing & internship opportunities. Aligns with B-SMS 10 (American School Counseling Association, 2019).
3. Early Dropout Intervention: Providing support to students at risk of not graduating and addressing issues such as attendance, academic performance, behavior, & barriers. Aligns with B-SMS 2 and M 4 and M 6 (American School Counseling Association, 2019).

Promoting College & Career Readiness

According to Dodd and Associates (2020), college & career readiness is important in motivating students to pursue higher education and gain an understanding of their options and expectations.

1. College & Career Exploration Advisement: Introduction of college & career options to identify careers that align with student interests and skills through interactive activities, guest speakers, discussions, and career assessments.
2. Internship & Job Shadowing: Opportunities to allow students to explore potential career paths, develop career skills, & make informed decisions about their education & career goals.
3. Career Exploration Experiences: Introduce students to STEM programs and various career opportunites offered by NACTEC and ANSEP for students 5th-12th grade and college and career readiness field trips to explore various colleges universities, & trade schools in Fairbanks and Anchorage.

Peer Intervention Programs

1. Peer Mediation Advisement: Promoting conflict resolution skills & a positive peer support system in the school community. Aligns with B-SS 2 and B-SS 9 (American School Counseling Association, 2019).
2. Peer Academic Advisement: Providing academic support & promoting peer collaboration to improve student achievement, & confidence. Aligns with B-SS 6 (American School Counseling Association, 2022).
3. Peer Leadership: Developing student leaders who promote positive behaviors, community connections, equity, & school involvement. Aligns with B-SS 7 (American School Counseling Association, 2019).

References

American School Counseling Association. (2022). *ASCA national model: A framework for school counseling programs (4th ed.).* Alexandria, VA ISBN 978-929-59-2

Dodd, V., Hanson, J., & Hooley, T. (2020). Increasing students' career readiness through career guidance: Measuring the impact with a validated measure. *British journal of guidance and counseling, 50(2), 260-272* https://doi.org/10.1080/03069885.2021.1937515

Larberg, J. L., & Sherlin, L. H. (2021). Grit and growth mindset contribution to school counseling services. *Sage journal 11(2)* https://doi.org/10.1177/21582440211014512

Wanti, M., Wesselink, R., Biemans, H., & Brok, P. den., & Biemans, H. (2022). Determining factors of access and equity in higher education: A systemic review. *Equity in education and society, 1(2), 279-296* https://doi.org/10.1177/27526461221092429

Notes:
I just wanted to clarify my pictures and intentions (so they made more sense). I created this brochure to reflect the BSSD Koyuk school in Koyuk Alaska. It is a remote school with a population of approximately 90-100 tribal Yupik students from Pre-k through high school. I was invited to be the school counselor there for the 2023/2024 school year however, I was unable to fulfill my journey due to family circumstances. I plan to return this Aug to pick up where I left off. I chose to use images that reflected the school mascot, the Malemute. The Iditarod dog sled team is a highlight during the spring and is a cultural tradition. In the short amount of time I spent there, I learned a great deal about the Yupik culture and past history of attempted assimilation, so keeping that in mind I chose few graphics that represented traditional American schools and used more culturally appropriate graphics that reflected the land, culture, and expectations. When I say remote, I mean there are no roads, and it takes 3 planes to get there. The students are flown in small planes every time they have a sports event, and the community relies heavily on air transportation. Many of the adult villagers have never left Koyuk due to the villge being located on the icey shores of the Bering Strait. They take pride in the land, their culture, and their children's education.

I left the previous explanation due to the comment made by my previous Professor so that the comment made sense and to add to my journey. Although I was not able to stay as the school counselor last school year, I made it this year. I had to tweak several things after learning more about the culture, students, expectations, and the community. I even went as far as to change the name due to it already being used in Alaska.