

Comprehensive K-12 School Counseling Program



SCIO CENTRAL SCHOOL

**2021-2022
Scioco Central School
3968 Washington Street
Scioco, NY 14880**

Foreword

The Scio Central School District's Student Services Department is pleased to offer the *Scio Central School District Comprehensive School Counseling Program*. This program guide is the result of a review by the district's Counselor, School Psychologist and Director of Pupil Personnel. These professionals guided the development of this document and we thank them for their input. Additionally, this guide will be reviewed on an annual basis by our team and an Advisory Board. This comprehensive model is the centerpiece of the Scio Central School District's transformed school counseling practices, and represents the department's continued and ongoing dedication to comprehensive programming and services aligned with the ASCA and NYSSCA models. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

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Comprehensive K-12 School Counseling Programs

The Transformation of the School Counselor

New York State Part 100 Regulations - School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

Guidance programs and comprehensive developmental school counseling/guidance programs.

- 1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.
 - a) Public Schools. Each school district shall have a guidance program for all students.
 - i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii) In grades 7-12, the guidance program shall include the following activities or services:
 - (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - (4) the services of personnel certified or licensed as school counselors.
 - iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.
 - b) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.
- 2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the commissioner's regulations.
 - a) For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (program) shall include the following activities or services:
 - i) in grades kindergarten through 5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports;
 - ii) for students in grades 6 through 12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the

- plan shall be consistent with the student's individualized education program;
- iii) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - iv) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the commissioner's regulations from providing other direct student services within their applicable scope of practice;
 - v) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
- b) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.
- i) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
 - ii) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
- c) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
- 3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the commissioner's regulations or where licensure is required under title VIII of the Education Law.

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the “middle of it all”. They are concerned with teaching their curriculum, managing the class as a whole and reporting to the administration. It is sometimes difficult for them to see the needs of the individual student. This is quite understandable; they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. They do this while making pivotal business decisions required in any well-running organization. Although they too are concerned with the well being of the student, their position is often quite removed.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of all activities contributing to the education of all children, but intermediary often connotes an “after-the fact” contribution. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor’s job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but also for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Both the ASCA School Counselor Competencies and the ASCA School Ethical Standards guide the practice of the School Counselor and can be found in the appendix of this document.

Comprehensive K-12 School Counseling Programs

New York State Model

The Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

Developmental School Counseling

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is essential. Developmental school counseling: "...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions" (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

Result-Based Accountability

"Result-based" counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of "result-based" school counseling is accountability to the students and to the building administrator. Management agreements between the principal and the individual counselor are means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. ***Random acts of guidance are no longer acceptable in 21st century schools.***

The ASCA National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibility, use of data, action plans, and time and task analysis; and monthly calendars
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program review.

Both the National Model for School Counseling Programs and Lake Shore's Comprehensive School Counseling Programs speak to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”**

Comprehensive K-12 School Counseling Programs

The FOUNDATION

Beliefs / Philosophy / Mission Statement / Domains and National Standards

Board of Education

District Mission Statement:

The Scio Central School community believes that all children can learn. Using all available resources, our graduates will be prepared to be active participants in an ever-changing world. Students will realize their potential and will be guided in the development of self-esteem, responsibility, and mutual respect. The home, school, and community will work together in an atmosphere of shared purpose and consistent expectations.

FOUNDATION

Mission Statement

It is the mission of Scio Central School's Comprehensive Counseling Program to provide a developmental program that will facilitate and support the educational achievement of students in all grade levels. This is made possible through the work and interaction between our counselors and school psychologist with students beginning in Pre-K and following through until graduation. We focus on personal development, academic success, and postsecondary planning.

Vision Statement

The vision of Scio Central School's counseling program is to promote students' sense of responsibility personally, socially, and academically so that they can work toward their full potential. In partnership with parents/guardians, school staff, and community agency personnel, counselors will offer a proactive program that will assist students in becoming life-long learners and successful members of society.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival skills.

The ASCA Mindsets & Behaviors For Student Success

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" were developed to, “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”.

LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) AT THREE LEVELS

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

And

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

Comprehensive K-12 School Counseling Programs

THE DELIVERY SYSTEM

School Counseling Curriculum / Individual Student Planning Responsive Services and System Support

The Scio Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Scio's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support.

School Counseling Core Curriculum: The counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness: Throughout the school year,** School Counselors sponsor College and Career Awareness activities Pre-K through 12th grades.
- **Attendance Awareness:** School Counselors promote attendance awareness through initiatives, activities and instruction.
- **Digital Literacy:** School Counselors employ technology based Career and College Awareness Programs.
- **After-School Programs:** School Counselors support after-school programs.

Individual Student Planning: School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

Responsive Services: Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Student Advocate:** School Counselors will participate in and/or coordinate DATA Teams, STAT Teams, RTI, 504, CSE, CPSE and attendance meetings.
- **Consultation and Collaboration:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School Counselors provide a student maximum privacy in which to freely explore ideas, feelings and behaviors.
- **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
- **Referral:** School Counselors refer students and their families to appropriate school community agencies when needed.

System Supports/Indirect Student Services: Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and community presentations.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

School Counselor Ratios: To carry out a comprehensive K-12 School Counseling plan, *the Scio Central School District must support the allocated time distribution for each component based on American School Counselor Association guidelines.*

Approved Time Distribution:

Component	Elementary	Middle School	High School
Counseling Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%-25%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%
Total	100%	100%	100%

DELIVERY SYSTEM CHART

<u>Counseling Curriculum</u>	<u>Responsive Services</u>	<u>Individual Student Planning</u>	<u>System Support</u>
Provides a developmental, comprehensive counseling program content in a systematic way to all Scio students K - 12 th grade	Addresses students' immediate concerns.	Engages students and their parents/guardians in development of academic and career plans.	Includes program, staff and school support activities and services.
<i>Purpose:</i> * Student awareness, skills development and application of skills needed in everyday life.	<i>Purpose:</i> * Prevention and intervention.	<i>Purpose:</i> * Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	<i>Purpose:</i> * Program delivery and support.
<i>Academic:</i> * Effective learning in school and across the life span. * Academic preparation for post-secondary options. * Relationship of academics, work, family and community.	<i>Academic:</i> * Any immediate academic concerns. * School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions. *CPSE *CSE * 504 * RTI * Attendance *Ineligible List tracking *Student Services/ Administrative meetings	<i>Academic:</i> * Facilitation and/or interpretation of criterion and norm-referenced tests. * Academic preparation essential for postsecondary options. * Appropriate course selection. * Development of K-12 Academic and career plan/portfolio. * Use of diverse assessment results.	<i>Total Support:</i> * School counselor professional development. * Advocacy and public relations for comprehensive school counseling programs. * Advisory Board. * Program planning and development. * Evaluation and assessment of comprehensive school counseling programs, and student results. * School improvement planning. *Consultation/involvement with staff, parents and community resources.

<p><i>Career:</i></p> <ul style="list-style-type: none"> * Investigate the world of work to make informed decisions. *Strategies to achieve future career goals. * Relationship of personal qualities, education, training and work. 	<p><i>Career:</i></p> <ul style="list-style-type: none"> *Individual discussions on how current behavior can impact future career goals. 	<p><i>Career:</i></p> <ul style="list-style-type: none"> * Utilize career information resources in school and community. * Explore career clusters. * Interest and skill inventories. * Career exploration inventories. * Self-knowledge relating to career choices. * Appropriate course selections, tech prep, work-based learning including job shadowing and internships. * Development of K-12 Academic and career plan/portfolio * Development of post-secondary educational plan. 	<p><i>Career:</i></p> <ul style="list-style-type: none"> *Use of websites and technology applications.
<p><i>Personal/Social:</i></p> <ul style="list-style-type: none"> * Interpersonal skills to respect self and others. * Decision-making, setting goals and taking action to achieve goals. * Understanding everyday safety and survival skills. 	<p><i>Personal/Social:</i></p> <ul style="list-style-type: none"> * Crisis (i.e. physical, sexual or emotional abuse; grief, loss and death; substance abuse, family issues; relationship concerns; divorce; legal issues). * Referral Plans. *Coping Skills * Contact and maintain relationships with mental health resources in the area. 	<p><i>Personal/Social:</i></p> <ul style="list-style-type: none"> * Skills and competencies related to student and employee success. 	<p><i>Personal/Social :</i></p> <ul style="list-style-type: none"> *Use of technology. *Use of community/agency services and resources.
<p><i>Counselor Role:</i></p> <ul style="list-style-type: none"> * Counseling curriculum implementation (small and large group settings). * Consultation with administration, faculty and other school counselors. 	<p><i>Counselor Role:</i></p> <ul style="list-style-type: none"> * Individual counseling. * Small-group counseling. * Referral process. * Consultation and collaboration with administration, students, staff, parents and community agencies. 	<p><i>Counselor Role:</i></p> <ul style="list-style-type: none"> * Assessment * Planning * Placement *Consultation/Collaboration 	<p><i>Counselor Role:</i></p> <ul style="list-style-type: none"> * Development and management program. * Coordination. * Develop relationships and partnerships. * Consultation.

SCHOOLS COUNSELING PROGRAMS

**ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS
K-12 College and Career Readiness Standards for Every Student**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Category 1: Mindset Standards- School Counselors encourage the following mindsets for all students.													
1. Belief in development of whole self.	x	x	x	x	x	x	x	x	x	15	10 5 6	2	
2. Self-confidence in ability to succeed.	x	x	x	x	x	x	x	x	15	5 6	7	3	13 9
3. Sense of belonging in the school community	x	x	x	x	x	x	x	x	x	10			9
4. Understanding that post-secondary education and life-long learning are necessary for long-term career success.	x	x	x	x	x	x	x	x	14 15	6	8 7	4 3 11 12	12 11 9
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.	x	x	x	x	x	x	x	x	15	5 6	8 7	3 12	9 12
6. Positive attitude toward work and learning.	x	x	x	x	x	x	x	x	15 14	6	8 2 7	3	9 13

Category 2: Behavior Standards- Students will demonstrate the following standards through classroom lessons, activities, and/or individualized group counseling.													
<i>Learning Strategies</i>	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate critical thinking skills to make informed decisions.	x	x	x	x	x	x	x	x	14 15	5 6	8	4 3	9
2. Demonstrate creativity.	x	x	x	x	x								
3. Use time management, organizational and study skills.	x	x	x	x	x	x	x	x	15	x			9
4. Apply self-motivation and self-direction to learning.	x	x	x	x	x	x	x	x	14 15	5 6	2 8 7	4 3 12	12
5. Apply media and technology skills.	x	x	x	x	x					5, 6	8	3	9
6. Set high standards of quality.	x	x	x	x	x	x	x	x	x	x	7	4	9
7. Identify long and short term academic, career, and socio/emotional goals.	x	x	x	x	x	x	x	7	15 14	5 6	2 8 7	4 3 12 11	12 11 13
8. Actively engage in challenging coursework.	x	x	x	x	x					7 8		4	9

9. Gather evidence and consider multiple perspectives to make informed decisions.	x	x	x	x	x	x	x	x	x	x	2	3	12
									14	5	8	12	11
										6		11	9
10. Participate in enrichment and extracurricular activities.	x	x	x	x	x				15		7		9
Self-Management Skills													
1. Demonstrate ability to assume responsibility.	x	x	x	x	x	x	x	x	x	x		4	9
									15	1		12	13
													12
2. Demonstrate self-discipline and self-control.	x	x	x	x	x	x	x	x	x	x			13
									15	1			9
3. Demonstrate ability to work independently.	x	x	x	x	x					5	8	12	9
										6			12
4. Demonstrate ability to delay immediate gratification for long term rewards.	x	x	x	x	x	x	x	x	x	x	2	11	13
									14		7		11
5. Demonstrate perseverance to achieve long and short term goals.	x	x	x	x	x	x	x	x	x	x	2	4	13
									15		8		9
									14		7		
6. Demonstrate ability to overcome barriers to learning.	x	x	x	x	x	x	x	x	x	x			
									15				
7. Demonstrate effective coping skills when faced with a problem.	x	x	x	x	x	x	x	x	x	x			
									15	1			
8. Demonstrate the ability to balance school, home, and community activities.	x	x	x	x	x	x	x	x	x	x			
9. Demonstrate personal safety skills.	x	x	x	x	x	x	x	x	x	x			
										1			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	x	x	x	x	x	x	x	x	x	x	2	4	
										1			
Social Skills													
1. Use effective oral and written communication skills and listening skills.	x	x	x	x	x	x	x	x	x	x		4	
										1		3	
2. Create positive and supportive relationships with other students.	x	x	x	x	x	x	x	x	x	x	2	4	
										1			
3. Create relationships with adults that support success.	x	x	x	x	x					1	2	4	
4. Demonstrate empathy.	x	x	x	x	x	x	x	x	x	x			
										1			
5. Demonstrate ethical decision-making and social responsibility.	x	x	x	x	x	x	x	x	x	x	8	12	13
									15	5		12	12
6. Use effective collaboration and cooperation skills.	x	x	x	x	x	x	x	x	x	x	8	3	13
										15			
7. Use leadership and teamwork skills to work effectively in diverse teams.	x	x	x	x	x	x	x	x	x	x		4	
									15	1			
8. Demonstrate advocacy skills and ability to assert self, when necessary.	x	x	x	x	x	x	x	x	x	x		12	12
									15	1			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	x	x	x	x	x	x	x	x	x	x		12	9
									14	1		12	12
									15				

x-Second Step
1- Point Break
2-Future Focus

3-ASVAB
4- College Boot Camp
x - Why Try

ELEMENTARY SCHOOL COUNSELING CURRICULUM

Second Step Program

The Second Step curriculum is a developmental and sequential curriculum designed to promote school and life success and to prevent problem behaviors. The program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. With the ability to focus, listen and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. Many of the ASCA standards are specifically addressed in older grades but foundational skills that build toward the standards are taught in the earlier grades.

ELEMENTARY COUNSELING CURRICULUM

RESPONSIVE SERVICES – Elementary Level

The School Counselor:

- Is available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis.
- Contributes to the RTI process through participation in DATA and STAT Teams.
- Is available to students requesting individual support and/or to mediate situations among a group of students.
- Plans and implements activities for Career Month as established through Student Services.
- Plans and implements activities to promote Bullying Awareness Month.
- Refers students and their families to appropriate school/community agencies when needed.
- Contributes to the 504 and CSE process through adherence to 504 plans and IEPs.

INDIVIDUAL STUDENT PLANNING- Elementary Level

The School Counselor:

- Implements classroom and/or small group counseling programs each year.
- Schedules and facilitates parent /teacher conferences as needed.
- Is available to provide assistance as needed in the transition of students described as "new entrants".
- Supports and collaborates with classroom teachers to address the academic, social, and emotional needs of the students.
- Collaborates and consults with building administrators to provide academic, social, and emotional interventions as needed.
- Attends 504 and Committee on Special Education meetings for their individual students.
- Provides mandated counseling as indicated by a student's Individualized Education Plan or 504 Plan. The school counselor collects data to support the goals identified for each student.

SYSTEM SUPPORT- Elementary Level

The School Counselor:

- Will utilize newsletters and electronic communications to inform the whole school community of the school counseling program.
- Participates in training, professional meetings, conferences and relevant course work in order to stay current with the field of counseling.
- Is encouraged to join the American School Counselors Association and the New York State School Counselors Association.

MIDDLE SCHOOL COUNSELING CURRICULUM

Second Step Program (Grades 5 & 6)

Fifth and sixth grade students continue to receive weekly Second Step lessons that are an extension from the elementary level. The Second Step curriculum is a developmental and sequential curriculum designed to promote school and life success and to prevent problem behaviors. The program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. With the ability to focus, listen and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. Many of the ASCA standards are specifically addressed in older grades but foundational skills that build toward the standards are taught in the earlier grades.

Career Exploration Activities

Beginning in 6th grade, counselors go into classrooms and go through the process of exploring students' interests and setting future college and career goals. This includes a discussion regarding promotion policies, grading, and expectations as they move forward in their education. Students can create an on-line portfolio that will move up with them through their Middle School years. Career and Life Explorer activities are given to middle school students, which relate their interests to possible careers for the future with follow up discussion in a classroom setting.

RESPONSIVE SERVICES – Middle School

The School Counselor:

- Is available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation, and school anxiety*).
- Will implement career plans and work with families on attendance issues.
- Supports the RTI process by participation in DATA and STAT teams.
- Is available to students requesting individual support and/or mediating situations among a group of students.
- Plans and implements activities for Career Month as established through Student Services.
- Plans and implements activities to promote Bullying Awareness Month.
- Refers students and their families to appropriate school/community agencies when needed.
- Contributes to the 504 and CSE process through adherence to 504 plans and IEPs.

INDIVIDUAL STUDENT PLANNING- Middle School

The School Counselor:

- Meets individually with each student to plan academic schedule.
- Holds no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.
- Holds small/large group counseling programs as similar student needs are identified.
- Provides assistance in transition of students described as "new entrants."
- Supports and collaborates with classroom teachers to meet and address the academic, social, and emotional needs of the students.
- Schedules and facilitates parent /teacher conferences as needed.
- Collaborates and consults with building administrators to provide academic, social, and emotional interventions as needed.
- Assists students with individual academic course selection and maintains the scheduling process throughout the school year.
- Schedules and implements a transition program from 8th grade to 9th grade. This includes participation in 9th grade orientation night.
- Implements classroom guidance programs each year.
- Provides assistance as needed in the transition of students described as "new entrants".
- Attends 504 and Committee on Special Education meetings for individual students.
- Provides mandated counseling as indicated by a student's Individualized Education Plan and recommends continuation, change or termination of counseling services based on the student's progress towards the goals. The school counselor collects data to support the goals identified for each student.

SYSTEM SUPPORT- Middle School

The School Counselor:

- Is responsible for implementing a strong communication program at their level.
- Will utilize newsletters and electronic communications to inform the whole school community of the school counseling programing
- Will utilize the school counseling website to promote their programs.
- Will attend trainings, professional meetings and conferences as appropriate in order to stay current in the field of School Counseling.
- May join the American School Counselor Association and the New York State School Counselor Association.

HIGH SCHOOL COUNSELING CURRICULUM

Freshman

Freshman Orientation

Incoming freshman and their parents attend an event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn more about the scheduling process; New York State and Scio Central School graduation requirements; meet teachers and learn of their classroom expectations; understand academic and attendance expectations as well as the disciplinary referral system.

9th Grade Student Meetings

The School Counselor will meet individually with each 9th grade student reviewing career interests, course selection, grades, graduation requirements, and community service hours. Results of such meeting are recorded and updated in paper and electronic format.

Guidance Direct – Interest Profiler

Through classroom guidance lessons, the School Counselor, will have students utilize the Interest Profiler, a validated and research-based online interest inventory formulated with O*NET Career Exploration tools from the U.S. Department of Labor, Employment and Training Administration. The Interest Profiler employs a series of interactive questions and answers to help students discover the type of work activities they would enjoy. The Interest Profiler then identifies the student's strongest work-related interest areas, along with careers that match those interests. Students can explore in-depth descriptions of matching occupations and discover suitable majors and colleges. Information can save their information electronically in a portfolio format.

Guidance Direct – Occupation Search

Occupation Search and Database, a comprehensive career planning resource for students and parents offering a powerful search engine that lets students review occupations according to a variety of criteria. In-depth information from the U.S. Department of Labor is available on more than 1,000 occupations

Sophomores

10th Grade Student Meetings

The School Counselor will meet individually with each 10th grade student reviewing career interests, course selection, and grades. Graduation requirements, post-secondary considerations and community service hours are also reviewed. Results of such meeting are recorded and updated in paper and electronic format.

College 101

An interactive presentation between students and Admission Representatives from Jamestown Community College. This is a college prep presentation combined with an interactive college admissions game. Done in assembly format.

Sophomore Orientation

Field trip for entire class to Belmont CTE Center to explore career programs that could be taken as course of study in junior and senior years. Workshops are provided to students in areas of career interest not available at CTE center. Local colleges are present at this program to provide informational sessions on general college admissions process.

Guidance Direct – College Search

College Search and Database, a comprehensive college planning resource designed exclusively for students. With powerful and easy to use tools, students can perform customized searches using characteristics and preferences to identify schools that best meet their needs and interests. In-depth information is available on more than 3,700 schools

Juniors

11th Grade Student Meetings

The School Counselor will meet individually with each 11th grade student reviewing career interests, course selection, grades, graduation requirements, PSAT, SAT, ACT scores, post-secondary considerations and community service hours.

High School Visitation Day

Field trip offered to all juniors and seniors, usually held in either October or November. Students gain understanding of majors that are available at Alfred State College. During the visitation, students have direct contact with college admission representatives. Such assist the students in understanding the college application process including high school and/or regents requirements that are needed for specific majors and the general college admissions process.

ACCA College Fair

Held during the last week of September students travel to Houghton College to meet and have direct interaction with over 70 college representatives. Students gain understanding of college resources that are available within NY and the surrounding area. They have direct contact with college admission representatives in a uniform area that is readily accessible for the students. Students are assisted by such representatives in understanding the college application process including high school course and/or regents requirements that are needed for specific majors and the general college admissions process.

PSAT/NSMAQT

The Preliminary SAT, also known as the PSAT/NMSQT® (National Merit Scholarship Qualifying Test), is a practice version of the SAT exam. The PSAT is administered within the school once per year, in October, and is available to all 11th graders. The School Counselor administers and proctors the exam. If students earn a high score on the PSAT in their junior year, National Merit Scholarships are available. The PSAT is 2 hours and 45 minutes long and tests your skills in reading, writing, and math. Unlike the SAT, the highest score possible on the PSAT is 1520. Students receive their results in early December. Scores are reviewed with students individually by School Counselor. Recommendations are made to students on how to improve scores.

ASVAB

Armed Services Vocational Aptitude Battery is made up of verbal, math and technical tests. A student score is one of the main factors determining what jobs/careers are best fits. The ASVAB is administered in the Fall semester at Scio Central School with a score interpretation session to follow. The interpretation session includes a score print out and demonstrations on how to utilize O*NET links on career, college and employment information.

Guidance Direct – Scholarship Search

The School Counselor will provide classroom guidance on how students can identify quickly which scholarships, grants, prizes, fellowships, and forgivable loans they may be eligible for, drawn from a database of more than 5,000 private financial aid programs. Students can save their information electronically in a portfolio format.

Guidance Direct – Resume Writing

Through a classroom guidance lesson plan utilizing Guidance Direct, the School Counselor will provide tools for students to create, format, save, and print or export a career or college resume, using a simple step-by-step procedure that prompts students for each piece of information, from name and address to objectives, education and training, work and related experience, awards, activities, talents, and references available, while a built-in spelling checker helps reduce entry errors. Students then select from three resume styles, and the program formats their resumes automatically for printing or exporting. The created resume can be saved to an electronic portfolio for future use.

Seniors

12th Grade Student Meetings

The School Counselor will meet individually with each 12th grade student reviewing course selection, grades, graduation requirements, diploma type, PSAT, SAT, ACT scores, post-secondary plan and community service hours.

High School Visitation Day

Field trip offered to all juniors and seniors, usually held in either October or November. Students gain understanding of majors that are available at Alfred State College. During the visitation, students have direct contact with college admission representatives. Such assist the students in understanding the college application process including high school and/or regents requirements that are needed for specific majors and the general college admissions process.

Senior Information Night

Evening presentation offered to all seniors and their parents. Presentation is done by School Counselor on resources available to the students to help better prepare them life after high school. Topics include: College Preparation Timelines; SAT and ACT testing; Applying to College; general information on Financial Aide; Scholarships; Military Recruitment and Employment Assistance

Job and Life Skills Boot Camp

Students will learn how to set short and long-term goals, identify their strengths and motivations, develop a résumé, learn interview skills, practice communication and problem-solving skills, and learn how to manage finances. Program is taught by the Cornell University Cooperative Extension of Allegany County.

ACCA College Fair

Held during the last week of September students travel to Houghton College to meet and have direct interaction with over 70 college representatives. Students gain understanding of college resources that are available within NY and the surrounding area. They have direct contact with college admission representatives in a uniform area that is readily accessible for the students. Students are assisted by such representatives in understanding the college application process including high school course and/or regents requirements that are needed for specific majors and the general college admissions process.

HIGH SCHOOL COUNSELING CURRICULUM

RESPONSIVE SERVICES – High School

The School Counselor:

- The School Counselor is available to meet the needs of students and the school community during a time of crisis. The School Counselor must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibilities. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- The School Counselor will be available to students requesting individual support and/ or mediating situations among a group of students.

INDIVIDUAL STUDENT PLANNING- High School

The School Counselor:

- Collaborates, participates and initiates the scheduling process. This includes communicating and collaborating with teachers, parents, students and administrators.
- Holds no less than 2 individual meetings per year with students in danger of failing two or more academic subjects.
- Implements appropriate grade level programs that may include large or small group instruction.
- Schedules and facilitates parent / teacher conferences upon requests of teachers and/ or parents.
- Provides assistance in transition of students described as “new entrants.”
- Supports and collaborates with classroom teachers to meet the academic, social, and emotional needs of the students.
- Collaborates and consults with building administrators to provide academic, social, and emotional interventions as needed.
- Holds responsibility for each student’s individual course selection process and schedule development.
- Attends Committee on Special Education Meetings for their individual students and reflecting their individual academic goals and programming in the student’s daily schedule.
- Provides mandated counseling as indicated by a student's Individualized Education Plan and recommends continuation, change or termination of counseling services based on the student’s progress towards the goals. The school counselor collects data to support the goals identified for each student.

SYSTEM SUPPORT- High School

The School Counselor:

- Utilizes appropriate communications tools to disseminate pertinent information concerning the high school counseling program.
- Updates knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- Is a member of the American School Counselor Association and the New York State School Counselor Association.

Comprehensive K-12 School Counseling Programs

THE MANAGEMENT SYSTEM

Advisory Council / Use of Data / Action Plan and Calendars

MANAGEMENT SYSTEM

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

- **Management agreements** ensure effective implementation of the delivery system to meet student needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated administrators at the beginning of each school year.
- **Use of Data:** A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.
- **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired competency will be achieved. Each plan should contain:
 - competencies addressed
 - description of the activity
 - data driving the decision to address the competency
 - time-line in which activity is to be completed
 - who is responsible for the delivery
 - means of evaluating student success
 - expected results for students
- **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. A School Counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.
- **Use of Calendars:** Monthly calendars may be utilized by counselors to guide program delivery.

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

School Counseling Department Advisory Board

The Advisory Board will meet no less than twice each year to review the Comprehensive Plan and provide feedback for ongoing discussion. The members of the Advisory Board will represent a range of school, community, and agency stakeholders.

2019-2020 Counseling Department Advisory Board Members:

Amber Hardy - Counselor

Michael Wales – School Psychologist

Kelly Morehouse – Director of Pupil Personnel Services

Jennifer Cappelletti - Superintendent

Cristy McKinley – PK-12 Principal

Deb Fuller – Nurse

Devon Davis – HS Teacher

Lisa Jo Looney – MS Teacher

Brandi Weich - Parent

School Counselor Calendars- (CURRICULUM IMPLEMENTATION ONLY)

Individual School Counselors will develop yearly calendars to facilitate management of their programming.

School Counseling Department Calendar Template 2019-2020

Grades PreK-12

SEPTEMBER 2019	OCTOBER 2019	NOVEMBER 2019
<ul style="list-style-type: none"> • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • Kindness / Bullying Awareness Month • K-6 Second Step Lessons (Bullying Curriculum) • PSAT for Juniors • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • Attendance Awareness Month • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings
DECEMBER 2019	JANUARY 2020	FEBRUARY 2020
<ul style="list-style-type: none"> • Attendance Awareness Month • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • Healthy Me Month • K-6 Second Step Lessons • Record and submit testing modifications for BOCES students for state testing • Compile Regents retake list for June • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings
MARCH 2020	APRIL 2020	MAY 2020
<ul style="list-style-type: none"> • Career Awareness Month • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings 	<ul style="list-style-type: none"> • K-6 Second Step Lessons • Determine Regents counts • Attendance Tracking Mtg. • Admin/Student Services Mtg. • CSE Meetings
JUNE 2020	JULY 2020	AUGUST 2020
<ul style="list-style-type: none"> • K-6 Second Step Lessons • Attendance Tracking Mtg. • Admin/Student Services Mtg. 	<ul style="list-style-type: none"> • Compile graduation stats • Adjust schedules • Register new students 	<ul style="list-style-type: none"> • Update HS Profile • Update CCP • Update Course Listing

<ul style="list-style-type: none">• CSE Meetings• Diploma Types• Final GPAs• Graduation• Final Transcripts• Compile Regents re-take list for June• Summer School preparations		<ul style="list-style-type: none">• Adjust Master Schedule as needed
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3 YEAR DATA COMPARISON – SCIO CENTRAL SCHOOL

School Year	14-15	15-16	16-17
Total number of students	323	316	317
% in special education	15%	12%	11%
% with a 504 plan	7%	3%	1%
% ESL	0	0	0
% average high school attendance	93%	95%	95%
% average middle school attendance	95%	95%	95%
% average elementary school attendance	95%	95%	95%
% free/reduced lunch	68%	64%	62%
% in accelerated instructional programs K-12	6%	4.8%	5%
% enrolled in AP or college credit courses 9-12	17.3%	18.7%	18%
% enrolled in CTE 9-12	27%	24%	29%
% graduation rate	95%	91%	93%
% advanced Regents diploma	29%	25%	36%
% Regents diploma	92%	100%	95%
% high school diploma	8%	0%	5%
% CDOS Credential	0%	0%	0%
% 4 year college	25%	28%	39%
% 2 year college	46%	38%	30%
% armed services	4%	7%	9%
% entering workforce	8%	24%	9%
% other post-secondary	0%	3%	13%
% White	97%	96%	96%
% Black	1%	1%	1%
% Asian	0%	0%	0%
% Hispanic	0%	0%	1%
% Other	2%	3%	2%

Curriculum Action Plan (s)

Complete the action plan for school counseling curriculum implementation.

Grade	Lesson	ASCA Domain Standards	Curriculum	Start and End Date	Number of Students	Evaluation/Assessment
5 th & 6 th	Bullying/Empathy	SC K-12.1.4 Personal/Social Development: Standard A SC K-12.1.5 Personal/Social Development: Standard B	Second Step	10/2019 thru 6/2020	70	Second Step Post Evaluation

Closing the Gap Action Plan

Complete this for responsive data needs. For example, a small group, academic, career, and social development support that is needed during the school year.

School Counselor Project: Start/end date	ASCA Domain and Standard (Mindsets & Behaviors)	Type of Activities to be Delivered	Resources Needed	Process Data
Amber Hardy with the support of the Student Services Department	Category 1 Section 1,3,6 Category 2; Self Management Section 7 Category 2; Social Skills Section 2,9	Individualized and small group levels of intervention and education Surveys (pre/post); grades 4-6 Second Step; Social Emotional Curriculum Second Step; Bullying Prevention Lessons Kindness Awareness Month with Activities; -Community Project -Empathy Drive -Fundraising for charity -Related student activities	Funds Personnel for delivery of curriculum/lessons Educational materials Second Step Personnel for planning and carrying out activities	Grades 4-6
Perception Data	Outcome Data	Implications	Project Start/Project End	
Input from Advisory Committee Feedback from; 4-6 teachers, Counselor, School Psychologist, Principal	Counseling and disciplinary referral numbers Pre & post survey scores	Development and use of coping strategies will reduce disciplinary and counseling referrals Expectations of an increase in scores on surveys to reflect student growth	September 2019-June 2020	

Closing the Gap Action Plan

Complete this for responsive data needs. For example, a small group, academic, career, and social development support that is needed during the school year.

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How Will You Measure Results? (Perception and results data)
Mental Health Benchmarks:	Identify gaps- <ol style="list-style-type: none"> 1. 2nd Step 5th/6th 2. Family Consumer Science 3. Parenting 4. Middle/HS Health (PE HS)		100% of enrollment	<ol style="list-style-type: none"> 1. A. Second Step Post Evaluation (results data) 1. B. Teacher observation (perception data) 2. A. Progress Exams (results data) 2. B. Teacher observation (perception data) 3. A. Progress Exams (results data) 3. B. Teacher observation (perception data) 4. A. Progress Exams (results data) 4. B. Teacher observation (perception data)

Comprehensive K-12 School Counseling Programs

THE ACCOUNTABILITY SYSTEM

DATA Result Reports / Counselor Performance / Standards and Program Review

SCHOOL COUNSELING DEPARTMENT ACCOUNTABILITY SYSTEM

School Counselors are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use information and data that links the program to student achievement in the three domains and school improvement.

School Counselor Accountability Components

Individual School Counselor evaluations will be aligned with the district approved APPR process.

DATA Result Reports

The results reports organizes school counseling curriculum to demonstrate the relationship between the school counseling program to the instructional program. School Counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement. These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed by individual counselors and the department for the program improvement.

Program Review

The Scio Central School Student Service's Department will self-audit their program annually as a guide to evaluate the comprehensive programming. Subsequently, a report will be submitted to the Superintendent of Schools for dissemination to the Board of Education and district/building level administrators. Additionally, the district's School Counseling Comprehensive Program Plan will be reviewed annually and necessary revisions made. This information will also be provided to the Advisory Board.

SCHOOL COUNSELOR SAMPLE DATA REPORT FORM

DESIGN, ASK, TRACK, ANNOUNCE

School Name Scio Central School

School Counselor(s) Amber Hardy Date 7/8/19

DESIGN	<p>State your research question and purpose. How is it aligned to school mission? * Are students increasing their perseverance, social awareness and growth mindset while in grades 4-6?</p> <p>*The Scio Central School District's mission statement addresses shared purpose and consistent expectations for students to be active participants in their learning and their communities. Our goal is to also assist students in realizing their potential as we guide in the development of self-esteem, responsibility and mutual respect.</p>
ASK	<p>Describe the data collection strategies.</p> <ol style="list-style-type: none">1. Administer pre-survey in September to grades 4-6.2. Administer post-survey in June to grades 4-6.
TRACK	<p>Summarize the results and use graphs and charts to capture findings.</p>
ANNOUNCE	<p>Describe the implications and recommendations for stakeholders.</p>

ANNOUNCING YOUR FINDINGS GUIDELINE

What do these results mean?	
What are the recommendations? What are the implications?	
How will you use the findings?	
How will you present your findings and recommendations?	
Who will you share them with?	

APPENDIX

ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development. Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

Self-assess their own competencies

Formulate an appropriate professional development plan

School administrators

Guide the recruitment and selection of competent school counselors

Develop or inform meaningful school counselor performance evaluation

School counselor education programs

Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
 - I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
 - I-B-1b. Describes the rationale for a comprehensive school counseling program
 - I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
 - I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
 - I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
 - I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
 - I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program

- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
- I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
- I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- I-B-3. Advocates for student success
- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. The three domains of academic achievement, career planning and personal/social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
 - II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
 - II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission
 - II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
 - II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved
- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission
 - II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
 - II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
 - II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
 - II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards
 - II-B-3b. Prioritizes student standards that align with the school's goals
- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
 - II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
 - II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
 - II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements
 - II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting
 - II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
 - II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
 - II-B-4g. Models ethical behavior
 - II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
 - II-B-4i. Practices within the ethical and statutory limits of confidentiality
 - II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
 - II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:

- II-C-1. Has an impact on every student rather than a series of services provided only to students in need
- II-C-2. Is an integral component of student success and the overall mission of the school and school district
- II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student
- II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards
- II-C-5. Is intentional in addressing the information, opportunity and achievement gaps

MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership
- III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- III-A-5. Data-driven decision making
- III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
 - III-B-1a. Conducts a school counseling program assessment
 - III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator
 - III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
 - III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement
 - III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year
 - III-B-1f. Participates in school counseling and education-related professional organizations
 - III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
 - III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
 - III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development
- III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
 - III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
 - III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
 - III-B-2c. Develops effective and efficient meeting agendas
 - III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council
 - III-B-2e. Records meeting notes and distributes as appropriate
 - III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate
- III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
 - III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
 - III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
 - III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
 - III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
 - III-B-3e. Knows how to use data to identify gaps between and among different groups of students
 - III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
 - III-B-3g. Knows and understands theoretical and historical basis for assessment techniques
- III-B-4. Assesses use of time in direct and indirect student services and program management and school support
 - III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program
 - III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals
 - III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
 - III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- III-B-5. Develops calendars to ensure the effective implementation of the school counseling program
 - III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
 - III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks
- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
 - III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
 - III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
 - III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
 - III-B-6d. Determines the intended impact on academics, attendance and behavior
 - III-B-6e. Identifies appropriate activities to accomplish objectives
 - III-B-6f. Identifies appropriate resources needed
 - III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
 - III-B-6h. Shares results of action plans with staff, parents and community.
- III-B-7. Implements program management and school support activities for the comprehensive school counseling program

- III-B-7a. Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
- III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-8. Conducts self-appraisal related to school counseling skills and performance

III-C: Attitudes

School counselors believe:

- III-C-1. A school counseling program/department must be managed like other programs and departments in a school
- III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- III-C-3. Management of a school counseling program must be done in collaboration with administrators

DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. The distinction between direct and indirect student services
- IV-A-2. The concept of a school counseling core curriculum
- IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
- IV-A-5. Classroom management
- IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility
- IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
- IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program
- IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement
- IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

Direct Student Services

School Counseling Core Curriculum

- IV-B-1. Implements the school counseling core curriculum
 - IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards
 - IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data
 - IV-B-1c. Demonstrates classroom management and instructional skills
 - IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals
 - IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
 - IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
 - IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
 - IV-B-1h. Understands and is able to build effective, high-quality peer helper programs
- Individual Student Planning
 - IV-B-2. Facilitates individual student planning
 - IV-B-2a. Understands individual student planning as a component of a comprehensive program
 - IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
 - IV-B-2c. Helps students establish goals and develop and uses planning skills in collaboration with parents or guardians and school personnel
 - IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
 - IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
 - IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

IV-B-3. Provides responsive services

IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response

IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change

IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

IV-B-3e. Provides team leadership to the school and community in a crisis

IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation

IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care

IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

Indirect Student Services

Referrals

IV-B-4a. Understands how to make referrals to appropriate professionals when necessary

IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues

IV-B-4c. Develops a list of community agencies and service providers for student referrals

Consultation

IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach

IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success

IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise

IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

IV-C: Attitudes

School counselors believe:

IV-C-1. School counseling is one component in the continuum of care that should be available to all students

IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves

IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling

IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

V-A-1. Basic concepts of results-based school counseling and accountability issues

V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research

V-A-3. Use of data to evaluate program effectiveness and to determine program needs

V-A-4. School counseling program assessments and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
- V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data
- V-B-1b. Analyzes results from school counseling program assessment
- V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs
- V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions
- V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities
- V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1g. Analyzes and interprets process, perception and outcome data
- V-B-1h. Reviews progress toward program goals
- V-B-1i. Uses technology in conducting research and program evaluation
- V-B-1j. Reports program results to the school counseling community
- V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1l. Uses results obtained for program improvement
- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- V-B-2a. Analyzes self-assessment related to school counseling skills and performance
- V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument
- V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors
- V-B-3a. Compares current school counseling program implementation with the ASCA National Model
- V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- V-C-1. School counseling programs should achieve demonstrable results
- V-C-2. School counselors should be accountable for the results of the school counseling program
- V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student hand- books, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's develop- mental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - 1) Student identifies partner, or the partner is highly identifiable

- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify the partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
 - j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
 - k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
 - l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
 - m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
 - n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
 - o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' PreK– postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.
- d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Inform parent/guardian(s) of student participation in a small group.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.

- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (process, perception and outcome data).
- j. Provide necessary follow-up with group members.

A.8. Student Peer-Support Program

School counselors:

- a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.
- b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.
- d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.
- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession's ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors' work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to-face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.

- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action