

Waverly Central School District
K-12 Comprehensive Guidance Plan

2019-2020



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TABLE OF CONTENTS

	Page
School Counseling Introduction	3
Mission	3
Components of a School Counseling Program	4
Individual Student Planning	4
Responsive Services/Counseling.....	4
School Guidance Activities	5
System Support	5
Leadership, Advocacy and Collaboration	6
Advantages of a Comprehensive School Counseling Program	7
Waverly Central School District K-12 School Counseling Program Activities, Timeline and Assessment	10
References	13
NYS Part 100.2(j) Commissioner’s Regulations	13
ASCA National Standards.....	14
ASCA Ethical Standards	20

Waverly Central School District School Counseling Department

INTRODUCTION

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School Counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

~ American School Counselor Association

WAVERLY CENTRAL SCHOOL DISTRICT BELIEF:

Children are our first priority and every decision and action must be based on their needs.

OUR MISSION

Our Mission is to provide a comprehensive academic, career and personal/social program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. The program's ultimate goal is for students to graduate with the competencies necessary to be able to make self-directed, realistic and responsible decisions that are necessary to function and contribute in a global and changing society.

Components of a School Counseling Program

The comprehensive Waverly Central School District counseling program integrates academic, career and personal/social development. The components of a comprehensive school counseling program are: individual planning, counseling and responsive services, guidance activities and program support as appropriate per grade level and individual student need.

INDIVIDUAL STUDENT PLANNING

As appropriate per grade level, counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- 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/COUNSELING

School Counselors coordinate activities to meet the needs of students through:

- Consultation: School Counselors are available to work with Parent/Guardians, Teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides intervention and prevention; such counseling is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate community agencies when needed.

SCHOOL GUIDANCE ACTIVITIES

School Guidance Activities, as appropriate per grade level, may present structured developmental activities designed to address academic, career development and personal/social needs of students Pre-K through 12. These activities are delivered through:

- 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 may participate in teams to integrate career/college readiness components.

SYSTEM SUPPORT

System support consists of the management activities essential to the success of the school counseling program.

- Professional Development: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work as resources allow.
- Program Promotion: School Counselors may provide orientation and information regarding the program to the greater community through websites, newsletters and presentations.
- Consultation with Teachers and Staff: counselors work with Teachers and other staff members to provide information regarding the needs of students. School Counselors often participate in district committees and in-service programs.
- Parent/Guardian and Community: School Counselors provide ongoing support and information to the Parent/Guardians and community regarding student's needs.
- Research: School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.

Leadership, Advocacy, and Collaboration

School Counselors are influential in helping students eventually reach their post-secondary, career, and personal/social goals. In addition to their roles in counseling and coordination, School Counselors are leaders, advocates, and collaborators.

LEADERSHIP

As leaders, they engage in school-wide change to ensure student success. School Counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access.

ADVOCACY

As advocates, they advocate for all students to achieve at a high level. School Counselors remove barriers to academic achievement by teaching skills to students, and helping students and Parent/Guardians negotiate the school environment and access support systems.

COLLABORATION

School Counselors collaborate with Teachers, Administrators, special educators, staff, students, Parent/Guardians, and community members to impact system-wide changes. Most importantly, School Counselors demonstrate that they are willing to share responsibility for student achievement and school improvement. In all of these roles, School Counselors use local, regional, and national data to support their programs.

Advantages of a Comprehensive School Counseling Program

Waverly Central School District counseling programs will strive to positively impact students, Parent/Guardians, Teachers, Administrators, board of education, other student services personnel, and School Counselors.

The advantages for each of these groups include the following:

STUDENTS

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

PARENT/GUARDIANS

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for Parent/Guardians in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for Parent/Guardian/school interaction.
5. Enables Parent/Guardians to access school and community resources.

TEACHERS

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for Teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist Teachers.
4. Positively impacts school climate and the learning community.
5. Encourages positive, calendared activities and supportive working relationships.
6. Promotes a team effort to address developmental, personal/social needs of the student.
7. Increases Teacher accessibility to the counselor as a classroom presenter and resource person.

ADMINISTRATORS

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use School Counselors effectively to enhance learning and development for all students.
4. Enhances community image of the school counseling program.

BOARD OF EDUCATION

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Acts as liaison for community and school partnerships.

SCHOOL COUNSELORS

1. Provides a clearly defined role and function in the educational system.
2. Provides direct service to every student.
3. Provides a tool for program management.
4. Enhances the role of the School Counselor as a student advocate.
5. Ensures involvement in the academic mission of the school.
6. Places School Counselors in a leadership role.

PUPIL PERSONNEL SERVICES

1. Provides School Psychologists, social workers, and other professional student services personnel with a clearly defined role of the School Counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

COMMUNITY

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.

Waverly Central School District School Counseling Program Activities, Timeline and Assessment

INDIVIDUAL/ GROUP COUNSELING

GOAL: Individual/Group Counseling

Program Objective: To provide services for all students.

A. Target Population: Students in Grades PK-12

B. Expected Outcome:

1. Students will be better equipped to handle familial difficulties.
2. Students will develop improved coping skills.
3. Students will accept responsibility for themselves and their actions.
4. Student will exhibit improved self-confidence.

C. Evaluation:

1. Student observations and self-assessment
2. Parent/Guardian and community observations
3. Counselors will review effectiveness

D. Program Plan: May include but not limited to:

Activities	Target Population	Personnel	Other Resources
Individual counseling	Grades 5-12 as appropriate	School Counselor	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Group counseling; topics determined based on demonstrated need. Ex. Grief, anger management,	Grades 5-12 as appropriate	School Counselor	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Multi-tiered Systems of Support	Grades 5-12	MTSS Team School Counselor	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Conflict Resolution	Grades 5-12	School Counselor, Teachers,	Parent/Guardian, Teacher, Administrators, School Psychologist, Outside Agencies

Administrators

GOAL: To reduce adjustment difficulties and improve behavior.

A. Target Population: Students in Grades 5-12

B. Expected Outcomes:

1. Students will improve coping skills and utilize available services to make appropriate adjustments in behavior in the school setting.
2. Students with behavioral problems will be able to describe at least three consequences of their behavior.
3. Students with behavior problems will be able to describe possible ways to solve their difficulties.
4. Student will be able to design and implement a plan for executing solutions.

C. Evaluation:

1. Administrative observations and feedback.
2. Observed student behavior.
3. Other

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Consult with families	Identified grades 5-12	School Counselors	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Refer to appropriate counseling services or Outside Agencies	Identified grades 5-12	School Counselors	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Individual conferencing/skill building	Students in grades 5-12	School Counselor	Teachers, Parent/Guardians, Administrator, School Psychologist, Outside Agencies
Group counseling as appropriate	Students in grades 12	School Counselor	Teachers, Parent/Guardians, Administrator, School Psychologist, Outside Agencies

Behavior Plan/Goal setting	Students in grades 5-12 as needed	Teachers, School Counselors, Administrator, School Psychologists	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Interviewing and advisement	Students in grades 5-12	School Counselors	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Refer to appropriate counseling services or Outside Agencies	Students in grades 5-12	School Counselors Building Team	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies

GOAL: Individual/Group Counseling

Program Objective: To improve student academic performance.

A. Target Population: Students in Grades 5-12

B. Expected Outcome:

1. Students will be able to identify reasons for their lack of success.
2. Students will develop strategies (i.e. staying after school for extra help doing more homework, spending more time studying) to improve performance.
3. Student failure rates in all subject areas will be reduced.

C. Evaluation:

1. Pre-and-Post assessment of academic performance using report card grades.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Review Progress Report/Report Cards	Grades 5-12	Student Services Staff	Parent/Guardian, Staff, Outside Agencies, Student Records
Student/Staff/Parent/Guardian Conferencing	Grades 5-12	Teacher, Administrator, School Counselor	Student grades and data, Teachers, Administrators
Multi-Tiered Systems of Support	Grades 5-12	MTSS Team, Teacher, School Counselor	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
504's / CSE	Grades 5-12	School Psychologist, Teacher, Administrator, School Counselor	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
Referral to skill building supports	Grades 5-12	School Counselor, Support Staff	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies

Refer to Remedial or
AIS Instruction

Grades 5-12

School Counselors, Teachers, Staff,
Administrator

Parent/Guardian, Teacher,
Administrator, School Psychologist,
Outside Agencies

GOAL: Individual/Group Counseling

Program Objective: To improve student attendance.

A. Target Population: Students in Grades Pre-K - 12

B. Expected Outcome:

1. Students average attendance to school and classes will improve as services are provided.

C. Evaluation:

1. Documented reduced absences by identified students.
2. Statistical presentation indicating overall student attendance rate.
3. Annual report on student dropouts.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Review Students' Records	Grades 5- 12	Teacher, Administrator, School Counselor	Attendance records, other student data, discipline records, report card, health record
Parent/Guardian-Teacher conferences	Grades 5 - 12	Teacher, School Counselor	Student data, community agencies
Counselor – Student Conferences/ Program	Grades 5 - 12	School Counselor	Student data, Parent/Guardians, Outside Agencies
Appropriate Follow-up & Communication with Parent/Guardians	Grades 5 - 12	School Counselor, Teachers, Administrators, school psychologist, support staff	Student Records
Refer to Community Agencies	Grades 5 - 12	School Counselor, Administrators, Teachers Administrators,	CPS, CIS, Family Services, Trinity, Other Agencies

Attendance Letters Auto Dialers	Grades 5 - 12	Attendance clerk	Attendance Records
Multi-Tiered Systems of Support	Grades 5 - 12	MTSS team, School Counselor	Outside Agencies, Support Staff

GOAL: Individual/Group Counseling

Program Objective: To provide referrals to appropriate service providers for students and families.

A. Target Population: Students grades 5 - 12

B. Expected Outcome

1. Students will be able to locate services within the school district and the community.
2. Students will access counselors for information on a variety of academic/personal concerns.
3. Students will be provided with and make effective use of the necessary information about items listed below:
 - a) Schedule changes
 - b) Employment
 - c) Higher Education/Financial Aid/Scholarships
 - d) Summer School
 - e) Graduation Requirements
 - f) Remediation
 - g) Social Services

C. Evaluation:

1. Observations of all staff involved
2. Feedback from Parent/Guardians

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Individual Counseling	Grades 5-12	School Counselors, Teachers, Multi- Tiered Systems of Support	Parent/Guardians, Staff, Community Agencies
Group counseling	Grades 5-12	School Counselors, Teachers, MTSS, Administrators	Parent/Guardians, Staff, Community Agencies

Referrals to Outside Agencies	Grades 5-12	School Counselor, Teacher, MTSS, Administrators	As Needed and Appropriate
Parent/Guardian Conferencing	Grades 5-12	School Counselor, Teacher, Administrator	As Needed and Appropriate
Conference with Students & Families	Grades Pre-K-12	School Counselor and teaching staff	As Needed and Appropriate

GOAL: Individual/Group Counseling

Program Objective: To aid in transition 5 – 12th

A. Target Population: Students in Grade 5 – 12th

B. Expected Outcome:

1. Students will understand sequence & graduation requirements as well as high school work- load.
2. Students will create an appropriate 9th grade schedule.
3. Students will list key resource people available in the high school to aid in the transition.
4. Students will list both academic and support services available in the high school.
5. Students will have met at least one high School Counselor prior to attending the high school.

C. Evaluation:

1. Review of schedules and schedule changes to evaluate success of scheduling.
2. Survey level of confidence and security in students entering the high school.
3. Number of students taking advantage of available services.

D. Program Plan:

Activities

1st Grade Visit to School & Presentation

5th grade visit to school and presentation to 4th graders. Back to school night with Parent/Guardians.

9th grade visit to school and presentation to 8th graders. Parent/Guardian night. Summer orientation.

Individual tours to help

Target Population

Incoming 2nd Graders, End of 1st Grade Year

Incoming 5th graders; end of 4th grade year

Incoming 9th graders; end of 8th grade year

New students entering the District

Personnel

1st and 2nd Grade Teachers, Administrator, School Counselor

School Counselors, 4th and 5th grade Teachers, Administrators

Administrators, School Counselors

Administration, School Counselor

Other Resources

Parent/Guardians, students

Power Point Presentation, Parent/Guardians, Students

Power Point Presentation, Course Selection, Students

familiarize incoming students with the new building and procedures.

Students,
Parent/Guardians and
School Staff

Student shadows as needed.
Kindergarten orientation

Students entering
Kindergarten

Kindergarten Teachers, School
Counselors and
administration

Kindergarten students,
Parent/Guardians

Pre-K home visits

Students entering
Kindergarten

Pre-K Teachers, School
Counselor

Pre-K students

CAREER EDUCATION/ PLANNING

GOAL: Career Education/Planning

Program Objective: To provide career education and career planning skills.

A. Target Population: Students in Grade 5-12

B. Expected Outcome:

1. The student will be able to describe his or her own present career related interests and possible future careers.
2. The student will be able to describe relationships between school and planning for future careers.
3. The student will be able to identify obstacles to effective career planning such as stereotyping, discrimination on the basis of race, sex, religion, national origin, age, handicap and other characteristics.

C. Evaluations:

1. Documentation of successful completion of activities with career instruction at each grade level.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Career Day	Grades 5-8	School Counselor, Teachers, Administrators	Community Representatives, Presenters, Career Education Resource Specialist (GSTBOCES)
Corning Community College and BOCES Field Trip	Grade 9	School Counselor, Teachers, Administrators	Career Education Resource Specialist (GSTBOCES), Community Representatives, BOCES Staff
BOCES Showcase	Grade 10	School Counselor, Teachers, Administrators	BOCES staff and students
BOCES Roadshow and CTE Visits	Grade 10	School Counselors	BOCES Staff
ASVAB	Grade 10	School Counselors	ASVAB Test Administration Staff
PSAT	Grade 11	School Counselors	
Career Panels	Grades 9-12	School Counselors, Teachers, Administrators	Career Education Resource Specialist (GSTBOCES), Community Representatives, Presenters

Job Shadowing	Grades 9-12	Career Education Resource Specialist (GSTBOCES), School Counselors, Administrators	Career Education Resource Specialist (GSTBOCES), Community Agencies and Representatives
Career Panels	Grades 9-12	School Counselors	Career Education Resource Specialist (GSTBOCES), Outside Agencies, College Presenters
College Visits	Grades 11-12	School Counselors	Career Education Resource Specialist (GSTBOCES), Outside Agencies

Career Themed Classroom Lessons	Grade 5-12	School Counselors, Teachers	As needed, Career Education Resource Specialist (GSTBOCES)
Review Academic Graduation Requirements, Diploma Options in Individual Sessions.	Grades 6 - 12	School Counselors	Portfolios
Meet with Class Groups to Familiarize with and Teach How to Use Career Information	Grades 6 - 12	School Counselors	As needed
College Application Week: Students Will be Able to Apply to College	Grade 12	High School Counselor	Common Application, SUNY Application
After High School Transition, Students will Have Selected a Post- Graduation Career Path.	Grade 12	High School Counselor	As needed
Career Plans	Grades K-12	School Counselor	New York State K-12 Career Plan

GOAL: Career Education/Planning

Program Objective: To provide Career Planning Counseling

A. Target Population: Students in grades 9-10

B. Expected Outcomes:

The students will demonstrate an understanding of:

1. Related career information
2. Work values
3. Course work offered at the GST BOCES and how these courses are related to the world of work

C. Evaluation:

Counselor satisfaction with student's:

1. Aptitude scores, general academic achievement and their relationship to career goals
2. Work values and their relationship to career goals
3. TEC Center orientation and understanding of the relationship between career goals and vocational training.
4. Familiarity with the world of work and preparation needed for various careers

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Career Shadowing	Grade 9-10	School Counselor	Career Education Resource Specialist (GSTBOCES) and Community Members
Review Academic Graduation Requirements, & Diploma Options in Individual Sessions.	Grade 9-10	School Counselor	As needed

COLLEGE PLANNING

GOAL: College Planning

Program Objective: To provide college/career Planning Counseling

A. Target Population: Students in grades 6-12

B. Expected Outcome:

1. Students will be made aware of post-secondary educational opportunities appropriate to their interests, abilities and plans.
2. Students will be prepared to participate effectively in the college admissions process.
3. Students will be prepared to locate and secure appropriate employment after high school.

C. Evaluation:

1. Successful completion of admissions documents and acceptance at the college of their choice
2. Reduced numbers of students who drop-out.
3. Counselors will review effectiveness of materials, activities, and methods used based on observations.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Individual meetings with students to discuss test performance, application process, financial aid procedures, graduation requirements and diploma options.	Grades 6th-12th	School Counselors	Test Scores Permanent Cards
Meet with students in groups to prepare for college search or employment preparation	Grades 6th-12th	School Counselors	Internet Access
Students will be encouraged to participate in the following activities: 1. College Planning workshops 2. ASVAB Testing and Interpretation 3. College and Military Representatives visits 4. Financial Aid Night	Grades 6th-12th	School Counselors, Teachers, Work Based Learning Coordinator	College Representatives, Military Representatives Career Education Resource Specialist (GSTBOCES)

5. Individual and Group Counseling
6. Career Related Internships/Shadowing
7. Classroom Instruction
8. Career and Financial Management course
9. Work Based Learning Program
10. Scholarship Searches

GOAL: College Planning

Program Objective: To provide college/career Counseling

A. Target Population: Students in 12th Grade

B. Expected Outcome Students will understand:

1. The application process for higher education (college/vocational technical school) and financial aid and other financial resources.
2. How to choose the appropriate educational institution for individual career plans.
3. How to find suitable employment.

C. Evaluation: Counselor satisfaction with student’s understanding of:

1. The various application processes, (i.e. college, job and financial aid)
2. Job hunting process
3. Higher education options
4. Counselors will review effectiveness of materials, activities, and methods used based on observations

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Meet with students individually to discuss college application and financial aid application process, graduation requirements and diploma options.	Grades 10-12	School Counselors	As Needed
Hold College Planning workshop for Parent/Guardians and students.	Grades 10-12	School Counselors	As Needed
College/Military Representatives visits	Grades 10-12	School Counselors	Military Recruiters, College Recruiters
	Grades 10-12	School Counselors	College Recruiters

Provide information about college open houses and visitation days

Oversee and direct all scholarship awards

Grades 10-12

School Counselors

As Needed

Implement shadowing and internship experiences

Grades 10-12

School Counselors
Work Based Learning Coordinator

Career Education Resource Specialist (GSTBOCES),

TESTING

GOAL: Testing

Program Objective: To provide test interpretation assistance to Parent/Guardians.

A. Target Population: Parent/Guardians of all students

B. Expected Outcome:

1. Parent/Guardians will demonstrate an understanding of their child's current achievements, academic strengths, areas of needed growth, aptitudes and talents.

C. Evaluation:

1. Demonstrated understanding of testing program by Parent/Guardians.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Parent/Guardian/Teacher Conference	Grades 5-12	Teacher, School Counselor, Administrator, School Psychologist	Additional Support Staff
Multi-Tiered Systems of Support	Grades 5 - 12	MTSS Team, School Counselors, School Psychologist, Teacher, Administrator	Parent/Guardian, Outside Agencies
Explanation of CSE testing process, school testing program	Grades 5 - 12	School Psychologist, Teacher, Administrator, School Counselor, CSE Chair, Curriculum Coordinator	Additional support Staff, NWEA Reports, State Test Scores, Other Assessments

GOAL: Testing

Program Objective: To facilitate testing Grades 5-12

A. Target Population: Students in Grades 5-12

B. Expected Outcome:

1. Students will demonstrate an understanding of his/her current achievements, academic strengths, aptitudes and talents

C. Evaluation:

1. Counselor assessment of student understanding of his/her current achievement, academic strengths, aptitudes and talents
2. Academic performance of students in identified academic areas
3. Counselors will review effectiveness of testing program and materials based on student test results

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Referral of students in need of testing and counseling to MTSS/CSE, outside agency or mental health provider.	Grade 5-12 students needing assistance	School Counselors	Parent/Guardian, Teacher, Administrator, School Psychologist, Outside Agencies
PSAT / NMSQT	Grade 10-11	School Counselors	testing supplies, recruiters
ASVAB	Grade 10-12	School Counselors Military Personnel, ASVAB Administration	Testing supplies, recruiters
SAT/ACT	Grade 10-12	School Counselors	
Review Classes	Grade 10-12	School Personnel	
Career and Financial Management	Grade 9-12	School Personnel	

SCHEDULING

GOAL: Scheduling

Program Objective: To provide an annual review of each student's educational progress and career plans.

A. Target Population: Students Grades 6-12

B. Expected Outcome:

1. Each student will identify individual career interests, possible career plans and career exploration activities.
2. Students will relate their current academic ability and achievement levels to future educational and career plans.

C. Evaluation:

1. Student feedback and self-evaluation relating to their educational and career planning progress.
2. Parent/Guardian feedback regarding their child's educational and career planning progress.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Annual Review Session with Each Student Individually/Group	Grades 6-12	School Counselors	District Program Guides, Teacher Recommendation of Students, Permanent Record Card, Course Selection Sheet
Review Current Schedule	Grades 6-12	School Counselors	Teacher Comment Form Five-Week Progress Report
Individual conference with Students/Parent/Guardians of Students at Risk of Failure	Grades 6-12	School Counselors	Student Records Additional Support Staff, Parent/Guardians

GOAL: Scheduling

Program Objective: To ensure students are enrolled in appropriate courses

A. Target Population: Students 7th – 12th

B. Expected Outcome:

1. Students will be able to demonstrate an understanding of their current academic status, achievement, interests, abilities, educational requirements for graduation, vocational plans, and future career plans.
2. Students will take home next year’s plans for approval.

C. Evaluation:

1. Review of 4 year planning card to check if it has current information regarding future career plans, educational requirements for graduation, and information regarding academic achievement.
2. Counselors will review effectiveness of various information dissemination systems with students based on observations.

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Plan and implement an orientation program describing curriculum offerings	Grades 8	School Counselors	As Needed
Conference with individual student to review academic program, plan next year’s program, and discuss career plans	Grades 7th – 12th	School Counselors	Records, Test Results, Course Selection, Annual Review Form
Conference with students to discuss credits earned, credits needed to	Grades 7th – 12th	School Counselors	Annual Review Form

graduate and
career/educational
plans after graduation

PARENT/GUARDIAN INVOLVEMENT

GOAL: Parent/Guardian Involvement

Program Objective: To increase Parent/Guardian understanding and involvement in educational/student service programming.

A. Targeted Population: Students in Grades Pre-K - 12

B. Expected Outcome:

1. Parent/Guardians will understand the range of guidance and educational programs and services available for their children.

C. Evaluation:

1. Feedback from Parent/Guardians in attendance at Teacher conference meetings and orientation sessions. Attempts to follow-up with Parent/Guardians not in attendance.
2. Feedback from Teachers, Administrators, Multi-Tiered Systems of Support and Students on impact of programming.

D. Program Plan: Students on Impact Programming

Activities	Target Population	Personnel	Other Resources
Family Engagement Night	Parent/Guardians Grades 5-12	School Counselor, Administrator, Teachers, Support Staff	Outside Agencies
Parent/Guardian/Teacher/Counselor Conferences	Parent/Guardians Grades Pre-K-12	School Counselor, Teachers, Administrator	NWEA, Other Assessments, Attendance and Behavior
Correspondence with Parent/Guardian	Parent/Guardians Grades 5-12	School staff	As needed

Counselor Conferences with Teachers to Assess and Improve Student Performance	Identified students in Grades 5-12	School Counselor, Teacher, MTSS	Student Reports and Other Related Materials
Counselor Meeting with Individual Students to Assess and Improve Student Performance	Identified and self-referred student in Grades 5-12	School Counselor	As Needed
MTSS meetings	Grades 5-12	School Counselor, MTSS	Community agencies
Orientation for Incoming 2 nd , 5 th & 9 th Grade Students; Transitions	Grades 2 nd , 5 th and 9 th	School Counselors, Teachers, Administrators	As needed
Remediation	Grades 5-12th	Tutors, Teachers, Peers, Volunteers	SACC, REACH
Student Activities and Extra-Curricular Activities	Grades 5-12th	Building Staff	SACC, REACH

DIRECT SERVICES

GOAL: Direct Services

Program Objective: To facilitate the growth and progress of individuals and to promote a positive school climate and culture.

A. Target Population: Grades Pre-K - 12

B. Expected Outcomes:

1. Students will demonstrate improved behaviors and social competency.

C. Evaluation:

1. Student observations and self-assessment

2. Staff will review effectiveness over time

3. Staff input pre & post-intervention

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Individual/Group Counseling	Grade 5 - 12	School Counselor	Community Agencies Parent/Guardians School Staff
Multi-Tiered Systems of Support Meetings	Grade 5 - 12	School Psychologist, School Counselor, Administrator, MTSS, Teachers	Community Agencies Parent/Guardians School Staff
Develop/monitor Behavior Management Plan	Grade 5 - 12	School Psychologist, School Counselor, Teachers	Community Agencies Parent/Guardians School Staff
Classroom counseling lessons	Grade 5 - 12	School Counselors, Teachers	As Appropriate
Positive Behavior Intervention Supports	Grades 5 -12	PBIS team	GST BOCES PBIS Coach

GOAL: Direct Services

Program Objective: To enhance cognitive, affective, social, and vocational development.

A. Target Population: Grades Pre-K - 12

B. Expected Outcomes:

- 1. Students will exhibit improved academic and educational skills

C. Evaluation:

- 1. Student observations and self-assessment
- 2. Staff, student, and Parent/Guardian feedback
- 3. Review of academic and educational progress

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Classroom Counseling Curriculum	Grades 5 - 12	School Counselor, Teachers	As Appropriate
Multi-Tiered Systems of Support Meetings	Grades 5 - 12	School Psychologist, School Counselor, Teacher, Administrator, MTSS Team	Community Agencies, Parent/Guardians, School Staff
Behavior Management Plans: Developing and Monitoring	Grades 5 - 12	School Psychologist, Teachers, School Counselor	Community Agencies, Parent/Guardians, School Staff
Classroom Observations	Grades 5 - 12	School Psychologist, School Counselor	Teachers

CSE-related
activities

Grades 5 - 12

School
Psychologist,
School Counselor,
Teachers

Community
Agencies,
Parent/Guardians

GOAL: Direct Services

Program Objective: To develop collaborative relationships with students to involve them in the assessment, direct service, and program evaluation procedures

E. Target Population: Grades Pre-K - 12

F. Expected Outcomes:

- 1. Students will actively participate in individual programs to identify their needs and facilitate their growth

G. Evaluation:

- 1. Student observations and self-assessment
- 2. Staff, student, and Parent/Guardian feedback

H. Program Plan:

Activities	Target Population	Personnel	Other Resources
Review growth and progress	Grade 5 - 12	School Psychologist, School Counselor, Teacher, MTSS Team	Community Agencies Parent/Guardians School Staff
Student/staff/Parent /Guardian conferencing	Grade 5 - 12	School Psychologist, Teacher, School Counselor	Community Agencies Parent/Guardians School Staff
Appropriate Referrals	Grade 5 - 12	School Psychologist, Administrator, Teacher, School Counselor	Community Agencies Parent/Guardians School Staff
	Grade 5 - 12	School Psychologist, School Counselor	Teachers

Classroom observations

Informal and formal assessment Grade 5 - 12 School Psychologist Special Education Staff, Teachers, School Counselors

CONSULTATION

GOAL: Consultation

Program Objective: To design, develop, and facilitate procedures for learning, improving educational systems, as well as overall social / emotional health.

A. Target Population: Grades Pre-K - 12

B. Expected Outcomes:

1. Effective implementation of skill enhancement activities by school personnel, Parent/Guardians, and others in the community, regarding issues of learning, development, and behavior.

C. Evaluation:

1. Review and monitor educational progress

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Multi-Tiered Sources of Support	Grade 5 - 12	MTSS Team	Staff, Parent/Guardian, Community Agencies
Parent/Guardian/Teacher/Counselor Conference	Grade 5 - 12	Teacher, School Counselor, school psychologist	Staff, Parent/Guardian, Community Agencies
CSE/504 Meetings	Grade 5 - 12	School Psychologist, CSE coordinator, District CSE	Staff, Parent/Guardian, Community Agencies, Administrator

		Chairperson, School Counselor	
Observation	Grade 5 - 12	School Psychologist, School Counselor, Teacher	Administrator
Conferences; Parent/Guardian/Student	Grade 5 - 12	School Social Worker, School Psychologist, School Counselor	Staff, Parent/Guardian, Community Agencies

GOAL: Consultation

Program Objective: To consult and collaborate with Parent/Guardians, School, and Outside Personnel Regarding Mental Health, Behavioral, and Educational Concerns.

A. Target Population: Grades 5-12

B. Expected Outcomes

1. Effective communication and problem solving to enhance understanding of students' educational needs.

C. Evaluation:

1. Monitor the match between students' needs and learning environments
2. Review and monitor educational progress

D. Program Plan:

Activities	Target Population	Personnel	Other Resources
Agency Referrals and Contacts	Grade 5-12	School Counselor, Teacher, Administrator, School Psychologists	Parent/Guardians, Community Agencies
Presentations/Training	Grade 5-12	School Counselor	Staff, Parent/Guardians, Community Agencies

REFERENCES

The Waverly Central School District school counseling program is built on a strong foundation. Based on the district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the school counseling program. The Waverly Central School District's school counseling program is based on the **New York State Part 100 Regulations and the ASCA National Standards.**

Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100.2 of the Commissioner's Regulations, school counseling/ guidance programs are defined as follows:

- (j) Public Schools. Each school district shall have a guidance program for all students.
 - (a) 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 Parent/Guardian involvement.
 - (b) 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 Parent/Guardian 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.
 - (c) 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.

AMERICAN SCHOOL COUNSELORS ASSOCIATION

National Standards for School Counseling Programs

ACADEMIC DEVELOPMENT

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
- A:A3.3 Cooperatively with other students
- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high. And high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan
- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and
- A:B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work

- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1 .1 Apply decision making skills to career planning, course selection, and career transition
- C:B1 .2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1 .3 Demonstrate knowledge of the career planning process
- C:B1 .4 Know the various ways in which occupations can be classified
- C:B1 .5 Use research and information resources to obtain career information
- C:B1 .6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

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

C:C1. Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests which influence career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students' progress through school and into adulthood.

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

PS:A1 Acquire Self-Knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goals setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights, and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices

- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events

AMERICAN SCHOOL COUNSELOR ASSOCIATION ETHICAL STANDARDS

PREAMBLE

The American School Counselor Association (ASCA) is a professional organization supporting School Counselors, school counseling students/interns, school counseling program directors/supervisors and School Counselor educators. School Counselors have unique qualifications and skills to address 5–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School Counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans.

School Counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students. The recommended school ratio is 1:250.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School Counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, Parent/Guardian rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, School Counselor educators, school counseling state and district leaders and School Counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all School Counselors, supervisors/ directors of school counseling programs and School Counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding School Counselors' responsibilities to students, Parent/Guardians/ guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, Parent/Guardians/guardians, Teachers, Administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

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 Parent/Guardians/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 handbooks, 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, Parent/Guardian 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 Parent/Guardians'/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 Parent/Guardian 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 developmental 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' 5–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, Parent/Guardians/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, Parent/Guardians/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 Parent/Guardians/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 Parent/Guardians/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 Parent/Guardians 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 Parent/Guardians/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/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 Parent/Guardians/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 Parent/Guardians are being called). The consequence

- of the risk of not giving Parent/Guardians/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, Parent/Guardians 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 Parent/Guardians, 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 Parent/Guardian notification. School Counselors report risk assessment results to Parent/Guardians to underscore the need to act on behalf of a child at risk; this is not intended to assure Parent/Guardians 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 Parent/Guardians will not provide proper support, the School Counselor takes necessary steps to underscore to Parent/Guardians/guardians the necessity to seek help and at times may include a report to child protective services.
- d. Report to Parent/Guardians/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 Parent/Guardians/guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.
- d. Collaborate with Parent/Guardians/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 Parent/Guardians 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 Parent/Guardians/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.

1A 2.14. 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/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 PARENT/GUARDIANS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parent/Guardians/Guardians

School Counselors:

- a. Recognize that providing services to minors in a school setting requires School Counselors to collaborate with students' Parent/Guardians/guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial Parent/Guardians/guardians and, as appropriate, establish a collaborative relationship with Parent/Guardians/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting Parent/Guardians/ guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all Parent/Guardians/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 Parent/Guardians 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 Parent/Guardians/guardians of the confidential nature of the school counseling relationship between the School Counselor and student.
- g. Respect the confidentiality of Parent/Guardians/guardians as appropriate and in accordance with the student's best interests.

- h. Provide Parent/Guardians/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/Guardian.
- 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/Guardian 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, Parent/Guardian 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.

PROGRAM ASSESSMENT

This scored list can help assess implementation of the amended Part 100.2(f) of the Commissioner's Regulation with related American School Counselor Association National Model² components.

IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 9-12 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. Information on college and careers is provided to all students in grades K-5				
i. Information on college and careers is provided to all students in grades 6-8				
j. Information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

² See ASCA National Model (2012). Alexandria, VA: American School Counselor Association; or visit: <https://www.schoolcounselor.org/school-counselor-membership/asca-national-model>

Annual Program Outcomes Report Guidelines

Each plan shall include preparation of a program outcomes report that is presented to the Board of Education annually. This report needs to include an analysis of all systematic components of the comprehensive developmental school counseling/guidance program. It provides evaluation of the effectiveness of program activities and informs program improvement decisions. The result is a data-informed comprehensive developmental school counseling/guidance program with focused programming, effective interventions and increased responsiveness.

The program outcomes report focuses on district goals addressed by the comprehensive developmental school counseling/guidance program including attendance, academic, behavioral and/or adjustment program data. It is also important to address ESSA¹ indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness.

There are different ways to format this report. For ideas, see The American School Counselor Association National Model² which uses a chart format similar to *Appendix B: Program Delivery Map*; or California's Support Personnel Accountability Report Card (SPARC)³ which uses a narrative format.

The Advisory Council also provides an annual report to the Board of Education which serves as a complement to the annual program outcomes report to help inform their decisions.

Below is a list to illustrate the report components to include. This list would be repeated for each outcome addressed by the comprehensive developmental school counseling/guidance program. For more examples, see *Making Data Work: An ASCA National Model Publication*⁴.

Outcome measured

- Related program goal and objectives
- Program activities and services to support program goal
- Program data:
 - Process – what you did for whom (*how many*)
 - Perception – what people think they know, believe or can do (*pre/post-tests, needs assessments, program evaluations, opinion surveys, achievement of competencies, changes in attitudes or beliefs, gains in knowledge*)
 - Results/Outcomes – evidence of impact (*achievement, behavior, attendance*)
- Analysis of data
- Recommendations

¹ see New York State Board of Regents presentation on ESSA April 9, 2018, <https://www.regents.nysed.gov/common/regents/files/15-176320-NYSED688202Presentation.pdf>

² see Accountability. (2012). In ASCA National Model (3rd ed., pp. 99-124). Alexandria, VA: American School Counselor Association; or visit: <http://www.schoolcounselor.org/school-counselors-member/asca-national-model>

³ see SPARC Support Personnel Accountability Report Card examples: <https://www.asaronline.net/home/Videos>

⁴ see Young, A., & Kaffenberger, C. (2013). *Making data work: An ASCA National Model Publication*. Alexandria, VA: American School Counselor Association.

